

# For Reference

---

**NOT TO BE TAKEN FROM THIS ROOM**



For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris  
UNIVERSITATIS  
ALBERTAENSIS



UNIVERSITY OF ALBERTA  
LIBRARY


Regulations Regarding Theses and Dissertations

Typescript copies of theses and dissertations for Master's and Doctor's degrees deposited in the University of Alberta Library, as the official Copy of the Faculty of Graduate Studies, may be consulted in the Reference Reading Room only.

A second copy is on deposit in the Department under whose supervision the work was done. Some Departments are willing to loan their copy to libraries, through the inter-library loan service of the University of Alberta Library.

These theses and dissertations are to be used only with due regard to the rights of the author. Written permission of the author and of the Department must be obtained through the University of Alberta Library when extended passages are copied. When permission has been granted, acknowledgement must appear in the published work.

This thesis or dissertation has been used in accordance with the above regulations by the persons listed below. The borrowing library is obligated to secure the signature of each user.



Digitized by the Internet Archive  
in 2023 with funding from  
University of Alberta Library

<https://archive.org/details/Harvie1969>



















1969(F)  
96

THE UNIVERSITY OF ALBERTA

FACTORS ASSOCIATED WITH STUDENT WITHDRAWAL  
AT THE POST-SECONDARY LEVEL

By



B. JEAN HARVIE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1969





UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read,  
and recommend to the Faculty of Graduate Studies  
for acceptance, a thesis entitled "Factors  
Associated with Student Withdrawal at the Post-  
Secondary Level" submitted by B. Jean Harvie in  
partial fulfilment of the requirements for the degree  
of Master of Education.





## ABSTRACT

The purpose of the study was to examine post-secondary attrition in terms of descriptive factors, reasons for withdrawal, and financial factors among dropouts.

Representative samples of dropouts who withdrew during or at the end of the 1967-68 academic term were drawn from the University of Alberta and the Northern Alberta Institute of Technology. Questionnaires were sent to 504 U of A and 176 NAIT dropouts. The U of A sample was divided into two groups; U of A (1) included students from all years and all faculties except Education students who had completed at least two years of study; the latter group comprised U of A (2). A total of 457 questionnaires were received; however, after those from transfer and after degree students were deleted, usable questionnaires numbered 163, 113, and 91 from U of A (1), U of A (2), and NAIT respectively.

Information from institutional records and from the questionnaires was analyzed by proportions and Chi Square was used to test the significance of differences among proportions.

### General Description

The majority of dropouts were single, were working at the time of the survey, and had parents with less than grade twelve education.

On the basis of rural-urban home background U of A (2) and NAIT dropouts tended to be from rural areas, while those from U of A (1) who came from urban homes slightly outnumbered the rural students.





The majority of U of A (1) and NAIT withdrawals were males, while the reverse was true for U of A (2). Over half of U of A (1) and NAIT were in academic difficulty at time of withdrawal, and the majority of each of these groups left during or at the end of the first year. U of A (2) respondents tended to be passing courses and withdrawal generally occurred at the end of second year or during or at the end of the third year.

Close to 60 per cent of the university dropouts had matriculation averages between 65 and 79 per cent. The majority of NAIT dropouts were non-matriculants.

Comparisons with the total student populations of the institutions suggested that the dropout rate was slightly higher for males among U of A (1) and NAIT, and for females among U of A (2). Rural students withdrew at a greater rate than urban students within the U of A (2) and NAIT groups while this was not so among U of A (1) dropouts. The dropout rate appeared to be higher for first-year U of A (1) and NAIT students than for students in other years of their programs. Because of the nature of the U of A (2) group withdrawal occurred at the end of second year or later.

#### Reasons for Withdrawal

The great majority of withdrawals were voluntary. The five most frequently reported reasons for withdrawal were "lack of interest in courses," "not enough money to continue," "made the wrong program choice," "worry over personal problems," and "grades too low to continue." Within-group



analyses showed that these reasons were the most commonly reported ones among U of A (1) and NAIT (rank order varied); however, U of A (2) respondents felt that "not enough money to continue," "had successfully completed desired courses," "offered a full time job," "planned to or did get married," and "lack of interest in courses" were the main reasons for withdrawal. Cross classifications on the bases of sex, rural-urban home background, and the extent to which withdrawal was voluntary resulted in a few instances where reasons cited differed from the group consensus.

The great majority of U of A dropouts expressed that they planned to continue their post-secondary education, whereas, slightly less than half of the NAIT withdrawals did so.

#### Financial Factors Among Dropouts

Just under 40 per cent of each of U of A (1) and NAIT students reported that "not enough money to continue" was a reason for withdrawal, while approximately 65 per cent of U of A (2) did so. Between 40 and 50 per cent of U of A (1) and NAIT, and more than half of the U of A (2) group stated that money from the Students Assistance Board played a part in financing the 1967-68 term. Of those who received assistance, the greater proportion of U of A dropouts indicated that it was in the form of part grant, part loan, while NAIT recipients tended to receive loans only.

Over 80 per cent of all dropouts worked for at least two months during the summer. Part time employment during the year was not a common practice.





## ACKNOWLEDGEMENTS

The writer is particularly indebted to Dr. Donald C. Fair, committee chairman, for his constant guidance, patience, and reassurance throughout the course of this study.

Thanks are extended to Dr. D. R. Cameron and Dr. J. Bergen for serving as committee members, and to Mr. C. G. Merkley, Chairman of the Students Assistance Board, and his staff for their co-operation and help.

Appreciation is also expressed to Mr. L. Morgan, Associate Registrar, University of Alberta, and to Mr. L. Semrau, Registrar, Northern Alberta Institute of Technology, for making institutional records available and providing consultation.

The writer is grateful to the many friends who generously assisted with the clerical work involved, and to Mrs. E. Campbell for typing the thesis.

Finally, special thanks are due to all those who responded to the survey, for it was their participation which made the project possible.





## CHAPTER

## PAGE

Institutional Information . . . . .	35
Mailing of Questionnaires . . . . .	35
Handling of Returns . . . . .	36
Analysis of Data . . . . .	36
Limitations and Explanations . . . . .	38
IV. GENERAL DESCRIPTION OF DROPOUTS FROM	
UNIVERSITY OF ALBERTA AND NAIT . . . . .	41
Sex and Marital Status of Dropouts . . . . .	42
Socioeconomic Factors . . . . .	45
Rural-Urban Home Background . . . . .	45
Education of Dropouts' Parents . . . . .	46
Occupation of Parent Responsible for	
Family Support . . . . .	49
Length of Program and Time of Withdrawal . . . . .	50
Academic Factors . . . . .	57
High School Matriculation Average . . . . .	57
Academic Standing at Time of Withdrawal . . . . .	58
Post-Withdrawal Status . . . . .	61
Summary . . . . .	62
Discussion . . . . .	66
V. REASONS FOR WITHDRAWAL FROM, AND PLANS TO	
CONTINUE WITH, POST-SECONDARY EDUCATION . . . . .	70
Introduction . . . . .	70
The Extent to which Withdrawal was	
Voluntary . . . . .	73
Reasons for Withdrawal Given by All Dropouts	74



Reasons for Withdrawal Given by All	
Dropouts Grouped by Sex . . . . .	76
Reasons for Withdrawal Given by All	
Dropouts, Grouped by Rural-Urban Home	
Background . . . . .	81
Reasons for Withdrawal Given by All	
Dropouts, Grouped by the Extent to	
which Withdrawal was Voluntary . . . . .	92
Reasons for Withdrawal Given by U of A (1)	
Dropouts . . . . .	104
Reasons for Withdrawal Given by U of	
A (1) Dropouts, Grouped by Sex . . . . .	104
Reasons for Withdrawal Given by U of	
A (1) Dropouts, Grouped by Rural-Urban	
Home Background . . . . .	112
Reasons for Withdrawal Given by U of	
A (1) Dropouts, Grouped by the Extent	
to which Withdrawal was Voluntary . . . . .	115
Reasons for Withdrawal Given by U of A (2)	
Dropouts . . . . .	124
Reasons for Withdrawal Given by U of	
A (2) Dropouts, Grouped by Sex . . . . .	126
Reasons for Withdrawal Given by U of	
A (2) Dropouts, Grouped by Rural-Urban	
Home Background . . . . .	129





Reasons for Withdrawal Given by U of	
A (2) Dropouts by the Extent to which	
Withdrawal was Voluntary . . . . .	136
Reasons for Withdrawal Given by U of	
A (2) Grouped by Marital Status . . . . .	136
Reasons for Withdrawal Given by NAIT	
Dropouts . . . . .	145
Reasons for Withdrawal Given by NAIT	
Dropouts, Grouped by Sex . . . . .	145
Reasons for Withdrawal Given by NAIT	
Dropouts, Grouped by Rural-Urban	
Home Background . . . . .	145
Reasons for Withdrawal Given by NAIT	
Dropouts, Grouped by the Extent to	
which Withdrawal was Voluntary . . . . .	157
Reasons for Withdrawal which Differed in	
Importance Among U of A (1), U of A (2),	
and NAIT . . . . .	163
Reasons Among the Top Five Reported by	
Groups . . . . .	163
Reasons not Among the Top Five Reported	
by Groups . . . . .	167
Dropouts' Plans to Continue with Post-	
Secondary Education . . . . .	167



CHAPTER	PAGE
VI. FINANCIAL FACTORS AMONG DROPOUTS . . . .	181
"Not Enough Money to Continue" as a	
Reason for Withdrawal . . . . .	181
How Dropouts Financed All or Part of the	
1967-68 School Year . . . . .	183
Sources of Money . . . . .	183
Summer Employment as a Source of Income	193
Part Time Employment During the	
Academic Term . . . . .	197
Financial Assistance from the Students	
Assistance Board . . . . .	200
Summary . . . . .	213
Discussion . . . . .	215
VII. CONCLUSIONS, IMPLICATIONS, AND	
RECOMMENDATIONS . . . . .	218
SELECTED REFERENCES . . . . .	223
APPENDICES . . . . .	228
APPENDIX A. Questionnaires and Letters . . . .	229
APPENDIX B. Comments of Participants . . . .	242





# LIST OF TABLES

TABLE	PAGE
1. RESPONSE TO A QUESTIONNAIRE SURVEY OF 1967-68 UNDERGRADUATE WITHDRAWALS FROM THE UNIVERSITY OF ALBERTA AND THE NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY . . . . .	37
2. SEX DISTRIBUTION OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	42
3. MARITAL STATUS AT TIME OF WITHDRAWAL OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	44
4. RURAL-URBAN DISTRIBUTION OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	46
5. EDUCATION OF FATHERS OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	47
6. EDUCATION OF MOTHERS OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	48
7. OCCUPATIONS OF FAMILY-SUPPORTING PARENTS OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	51
8. LENGTH OF PROGRAMS ENROLLED IN BY U OF A (1) AND U OF A (2) DROPOUTS . . . . .	52
9. LENGTHS OF PROGRAMS ENROLLED IN BY NAIT DROPOUTS . . . . .	53
10. YEAR OF PROGRAM AT TIME OF WITHDRAWAL OF U OF A (1) AND U OF A (2) DROPOUTS . . . . .	55
11. TIME OF YEAR WITHDRAWAL TOOK PLACE FOR U OF A (1) AND U OF A (2) DROPOUTS . . . . .	55



TABLE	PAGE
12. NUMBER OF QUARTERS COMPLETED BY NAIT DROPOUTS . . .	56
13. MATRICULATION AVERAGES: U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	57
14. ACADEMIC STATUS OF U OF A (1), AND U OF A (2) DROPOUTS AT TIME OF WITHDRAWAL . . . . .	59
15. ACADEMIC STATUS OF NAIT DROPOUTS AT TIME OF WITHDRAWAL . . . . .	60
16. POST-WITHDRAWAL STATUS OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	61
17. THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY AMONG U OF A (1), U OF A (2), AND NAIT DROPOUTS . . .	74
18. REASONS FOR WITHDRAWAL GIVEN BY ALL DROPOUTS: GROUPED IN ORDER OF COMBINED IMPORTANCE . . .	75
19. REASONS FOR WITHDRAWAL GIVEN BY ALL MALE DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . .	77
20. REASONS FOR WITHDRAWAL GIVEN BY ALL FEMALE DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE	79
21. DISTRIBUTIONS OF RESPONSES TO HIGH RANKING REASONS, BY SEX: IMPORTANT TO PROPORTIONATELY MORE MALES THAN FEMALES . . . . .	82
22. DISTRIBUTIONS OF RESPONSES TO HIGH RANKING REASONS, BY SEX: IMPORTANT TO PROPORTIONATELY MORE FEMALES THAN MALES . . . . .	84





## TABLE

## PAGE

23.	DISTRIBUTION OF REASONS NOT AMONG THE TOP FIVE, BY SEX . . . . .	85
24.	REASONS FOR WITHDRAWAL GIVEN BY DROPOUTS FROM RURAL HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	86
25.	REASONS FOR WITHDRAWAL GIVEN BY DROPOUTS FROM URBAN HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	88
26.	DROPOUTS' RESPONSES TO "HAD SUCCESSFULLY COMPLETED DESIRED COURSES," BY RURAL-URBAN HOME BACKGROUND . . . . .	89
27.	DISTRIBUTIONS OF RESPONSES TO HIGH RANKING REASONS, BY RURAL-URBAN HOME BACKGROUND: IMPORTANT TO PROPORTIONATELY MORE URBAN THAN RURAL DROPOUTS . . . . .	91
28.	REASONS FOR WITHDRAWAL GIVEN BY COMPULSORY DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	93
29.	REASONS FOR WITHDRAWAL GIVEN BY SUGGESTED DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	94
30.	REASONS FOR WITHDRAWAL GIVEN BY VOLUNTARY DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	96



TABLE

PAGE

31.	DISTRIBUTIONS OF RESPONSES TO HIGH RANKING REASONS BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY: IMPORTANT TO PROPORTIONATELY MORE COMPULSORY AND SUGGESTED, THAN VOLUNTARY, DROPOUTS . . . . .	99
32.	DISTRIBUTIONS OF RESPONSES TO HIGH RANKING REASONS BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY: IMPORTANT TO PROPORTIONATELY MORE VOLUNTARY, THAN COMPULSORY AND SUGGESTED, DROPOUTS . . . . .	101
33.	DISTRIBUTIONS OF RESPONSES TO REASONS NOT AMONG THE TOP FIVE, BY THE EXTENT TO WHICH WITH- DRAWAL WAS VOLUNTARY . . . . .	102
34.	REASONS FOR WITHDRAWAL GIVEN BY U OF A (1) DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	105
35.	REASONS FOR WITHDRAWAL GIVEN BY MALE U OF A (1) DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	106
36.	REASONS FOR WITHDRAWAL GIVEN BY FEMALE U OF A (1) DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	108
37.	U OF A (1) DROPOUTS' RESPONSES TO "PLANNED TO OR DID GET MARRIED," BY SEX . . . . .	110





## TABLE

## PAGE

38.	DIFFERENCES IN U OF A (1) RESPONSES TO HIGH RANKING REASONS, BY SEX: IMPORTANT TO PROPORTIONATELY MORE MALES THAN FEMALES . . .	111
39.	REASONS FOR WITHDRAWAL GIVEN BY U OF A (1) DROPOUTS FROM RURAL HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	113
40.	REASONS FOR WITHDRAWAL GIVEN BY U OF A (1) DROPOUTS FROM URBAN HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	114
41.	REASONS FOR WITHDRAWAL GIVEN BY COMPULSORY U OF A (1) DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	117
42.	REASONS FOR WITHDRAWAL GIVEN BY SUGGESTED U OF A (1) DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	119
43.	REASONS FOR WITHDRAWAL GIVEN BY VOLUNTARY U OF A (1) DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	120
44.	U OF A (1) DROPOUTS' RESPONSES TO "GRADES TOO LOW TO CONTINUE," BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY . . . . .	123
45.	U OF A (1) DROPOUTS' RESPONSES TO "OTHER," BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY . . . . .	123
46.	U OF A (1) DROPOUTS' RESPONSES TO "OFFERED A FULL TIME JOB," BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY . . . . .	124



## TABLE

## PAGE

47.	REASONS FOR WITHDRAWAL GIVEN BY U OF A (2)	
	DROPOUTS: LISTED IN ORDER OF COMBINED	
	IMPORTANCE . . . . .	125
48.	REASONS FOR WITHDRAWAL GIVEN BY MALE U OF A (2)	
	DROPOUTS: LISTED IN ORDER OF COMBINED	
	IMPORTANCE . . . . .	127
49.	REASONS FOR WITHDRAWAL GIVEN BY FEMALE	
	U OF A (2) DROPOUTS: LISTED IN ORDER OF	
	COMBINED IMPORTANCE . . . . .	128
50.	DISTRIBUTIONS OF U OF A (2) DROPOUTS' RESPONSES	
	TO HIGH RANKING REASONS, BY SEX . . . . .	131
51.	REASONS FOR WITHDRAWAL GIVEN BY U OF A (2)	
	DROPOUTS FROM RURAL HOMES: LISTED IN ORDER	
	OF COMBINED IMPORTANCE . . . . .	132
52.	REASONS FOR WITHDRAWAL GIVEN BY U OF A (2)	
	DROPOUTS FROM URBAN HOMES: LISTED IN ORDER	
	OF COMBINED IMPORTANCE . . . . .	136
53.	DISTRIBUTIONS OF U OF A (2) DROPOUTS' RESPONSES	
	TO HIGH RANKING REASONS, BY RURAL-URBAN	
	HOME BACKGROUND . . . . .	137
54.	U OF A (2) DROPOUTS' RESPONSES TO "MADE THE	
	WRONG PROGRAM CHOICE," BY RURAL-URBAN	
	HOME BACKGROUND . . . . .	138
55.	REASONS FOR WITHDRAWAL GIVEN BY SINGLE U OF A	
	(2) DROPOUTS: LISTED IN ORDER OF COMBINED	
	IMPORTANCE . . . . .	140



## TABLE

## PAGE

56.	REASONS FOR WITHDRAWAL GIVEN BY MARRIED U OF A (2) DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	141
57.	U OF A (2) DROPOUTS' RESPONSES TO "OFFERED A FULL TIME JOB," BY MARITAL STATUS . . . . .	144
58.	U OF A (2) DROPOUTS' RESPONSES TO "MADE THE WRONG PROGRAM CHOICE," BY MARITAL STATUS . . . . .	144
59.	REASONS FOR WITHDRAWAL GIVEN BY NAIT DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	146
60.	REASONS FOR WITHDRAWAL GIVEN BY MALE NAIT DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	147
61.	REASONS FOR WITHDRAWAL GIVEN BY FEMALE NAIT DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	149
62.	NAIT DROPOUTS' RESPONSES TO "WAS LONELY AND UNHAPPY," BY SEX . . . . .	152
63.	NAIT DROPOUTS' RESPONSES TO "PLANNED TO OR DID GET MARRIED," BY SEX . . . . .	152
64.	REASONS FOR WITHDRAWAL GIVEN BY NAIT DROPOUTS FROM RURAL HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	153
65.	REASONS FOR WITHDRAWAL GIVEN BY NAIT DROPOUTS FROM URBAN HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	155





## TABLE

## PAGE

66.	REASONS FOR WITHDRAWAL GIVEN BY COMPULSORY NAIT DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	158
67.	REASONS FOR WITHDRAWAL GIVEN BY SUGGESTED NAIT DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	159
68.	REASONS FOR WITHDRAWAL GIVEN BY VOLUNTARY NAIT DROPOUTS: LISTED IN ORDER OF COMBINED IMPORTANCE . . . . .	161
69.	NAIT DROPOUTS' RESPONSES TO "GRADES TOO LOW TO CONTINUE," BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY . . . . .	164
70.	NAIT DROPOUTS' RESPONSES TO "WAS ASKED TO WITHDRAW FOR NON-ACADEMIC REASONS," BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY . . . . .	164
71.	RESPONSES OF DROPOUTS TO HIGH RANKING REASONS, BY GROUP: IMPORTANT TO PROPORTIONATELY MORE U OF A (1) AND NAIT, THAN U OF A (2) . . . . .	165
72.	RESPONSES OF DROPOUTS TO HIGH RANKING REASONS, BY GROUP: IMPORTANT TO PROPORTIONATELY MORE U OF A (2), THAN U OF A (1) AND NAIT . . . . .	166
73.	RESPONSES OF DROPOUTS TO REASONS NOT AMONG THE TOP FIVE, BY GROUP . . . . .	168
74.	DROPOUTS' PLANS TO CONTINUE POST-SECONDARY EDUCATION, BY GROUP . . . . .	169



## TABLE

## PAGE

75.	THE EXTENT TO WHICH U OF A (1) DROPOUTS REPORTED "NOT ENOUGH MONEY TO CONTINUE" IMPORTANT IN WITHDRAWAL: GROUPED BY SEX, RURAL-URBAN HOME BACKGROUND, AND TYPE OF WITHDRAWAL . . . . .	182
76.	THE EXTENT TO WHICH U OF A (2) DROPOUTS REPORTED "NOT ENOUGH MONEY TO CONTINUE" IMPORTANT IN WITHDRAWAL: GROUPED BY SEX, RURAL-URBAN HOME BACKGROUND, AND TYPE OF WITHDRAWAL . . . . .	184
77.	THE EXTENT TO WHICH NAIT DROPOUTS REPORTED "NOT ENOUGH MONEY TO CONTINUE" IMPORTANT IN WITHDRAWAL: GROUPED BY SEX, RURAL-URBAN HOME BACKGROUND, AND TYPE OF WITHDRAWAL . . . . .	185
78.	SOURCES OF MONEY REPORTED BY U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	186
79.	SOURCES OF MONEY REPORTED BY ALL DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	188
80.	SOURCES OF MONEY REPORTED BY U OF A (1) DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	189



## TABLE

## PAGE

81.	SOURCES OF MONEY REPORTED BY U OF A (2) DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	191
82.	SOURCES OF MONEY REPORTED BY NAIT DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	192
83.	LENGTH OF SUMMER EMPLOYMENT OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	194
84.	LENGTH OF SUMMER EMPLOYMENT OF ALL DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	194
85.	LENGTH OF SUMMER EMPLOYMENT OF U OF A (1) DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	195
86.	LENGTH OF SUMMER EMPLOYMENT OF U OF A (2) DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	196
87.	LENGTH OF SUMMER EMPLOYMENT OF NAIT DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	198





## TABLE

## PAGE

88.	PART TIME EMPLOYMENT OF U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	199
89.	PART TIME EMPLOYMENT OF ALL DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . .	199
90.	PART TIME EMPLOYMENT OF U OF A (1), U OF A (2), AND NAIT DROPOUTS: EACH GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	201
91.	RESPONSES OF U OF A (1), U OF A (2), AND NAIT DROPOUTS REGARDING APPLICATION FOR GOVERNMENT FINANCIAL ASSISTANCE . . . . .	202
92.	RESPONSES OF ALL DROPOUTS REGARDING APPLICATION FOR GOVERNMENT FINANCIAL ASSISTANCE: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . .	204
93.	RESPONSES OF U OF A (1) DROPOUTS REGARDING APPLICATION FOR GOVERNMENT FINANCIAL ASSISTANCE: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL	204
94.	RESPONSES OF U OF A (2) DROPOUTS REGARDING APPLICATION FOR GOVERNMENT FINANCIAL ASSISTANCE: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	206



## TABLE

## PAGE

95.	RESPONSES OF NAIT DROPOUTS REGARDING APPLICATION FOR GOVERNMENT FINANCIAL ASSISTANCE: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	206
96.	TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED BY U OF A (1), U OF A (2), AND NAIT DROPOUTS . . . . .	207
97.	TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED BY ALL DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	208
98.	TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED BY U OF A (1) DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	209
99.	TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED BY U OF A (2) DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	210
100.	TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED BY NAIT DROPOUTS: GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE" WAS A REASON FOR WITHDRAWAL . . . . .	211



## LIST OF FIGURES

FIGURE	PAGE
1. PERCENTAGES OF DROPOUTS, BY SEX, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	80
2. PERCENTAGES OF DROPOUTS, BY RURAL-URBAN HOME BACKGROUND, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	90
3. PERCENTAGES OF DROPOUTS, BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL .	97
4. PERCENTAGES OF U OF A (1) DROPOUTS, BY SEX, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	109
5. PERCENTAGES OF U OF A (1) DROPOUTS, BY RURAL- URBAN HOME BACKGROUND, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL .	116
6. PERCENTAGES OF U OF A (1) DROPOUTS, BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY, WHO RE- PORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	122
7. PERCENTAGES OF U OF A (2) DROPOUTS, BY SEX, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	130





## FIGURE

8.	PERCENTAGES OF U OF A (2) DROPOUTS, BY RURAL- URBAN HOME BACKGROUND, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL .	135
9.	PERCENTAGES OF U OF A (2) DROPOUTS, BY MARITAL STATUS, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	143
10.	PERCENTAGES OF NAIT DROPOUTS, BY SEX, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	150
11.	PERCENTAGES OF NAIT DROPOUTS, BY RURAL-URBAN HOME BACKGROUND, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	156
12.	PERCENTAGES OF NAIT DROPOUTS, BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY, WHO REPORTED HIGH RANKING REASONS OF IMPORTANCE IN WITHDRAWAL . . . . .	162



## CHAPTER I

### INTRODUCTION

Western society, in the past few decades, has witnessed a developing awareness of the need for conservation of natural resources in the face of depletion of existing supplies. More recently the necessity for conservation of human resources has received considerable attention. There is growing concern over human talent wastage and it is apparent that the seriousness of the situation warrants investigation into the causes, and attempts at preventive and remedial action.

One facet of this complex problem is the number of students who prematurely withdraw from educational institutions. Students who leave school before completing secondary education represent a serious loss of potential talent. This, however, is not the only drain on intellectual resources. Many students complete high school, enroll in post-secondary institutions, and then withdraw prior to the completion of their programs. This segment of the Canadian dropout population has received less attention in the past than its grade-school counterpart, but is now presenting a problem of major concern. It is a crucial issue which will be very much a part of the future development of higher education. In the words of Rexford G. Moon Jr., "Maybe higher education can't be all things to all



people--but, on the other hand, maybe it can. I think we had best try to make it so or find some more appropriate modifier descriptive of our system of higher education." (1966, p. 59.)

### SIGNIFICANCE OF THE PROBLEM

The overall impact of post-secondary attrition can be described from within at least three frames of reference; that of society as a whole, that of the educational institution, and that of the individual student. In commenting on college student attrition Gekoski and Schwartz (1961) say, "This situation presents serious problems to the student in terms of blighted hopes and frustrated ambitions; to the colleges in terms of useful services not rendered; and to the nation in terms of wasted human resources." (p. 192.)

One of the major societal implications of early student withdrawal arises out of the changing nature of Western civilization. Although the change itself is not new, the rate at which it is occurring seems to be increasing. "Technological changes have been going on since the beginning of the industrial revolution, but the incidence of change has reached startling proportions during the last decade . . ." (Dominion Bureau of Statistics, 1964, p. 9.) One effect of this is the increased demand for more highly skilled workers, the supply for which could be augmented if dropout numbers were reduced. Gilbert Wrenn (1962)





emphasizes that, "The Automation Revolution is changing the occupational structure fully as drastically as did the Industrial Revolution. The major difference is in the elevation of the brain power required." (p. 19.) John Porter (1968), in an address given at the University of British Columbia, stated that the required range of qualified manpower is not being produced by Western industrial societies and he expressed concern over the waste of human resources indicated by the number of dropouts. Although efforts are being made to improve the quality, and increase the quantity of individuals released to the work force, there is cause for dismay. It seems that even with vast improvements in educational facilities, modification of methods of teaching, and utilization of a wider range of available instructional materials, the dropout rate has not appreciably decreased. In 1956, the registrar of McGill University estimated then that about one-third of the freshmen entering universities fail to graduate (Beattie and Sheffield, 1961). Fleming (1965), in a study of Ontario students who should have completed a degree by 1961, reported that about 28 per cent had withdrawn without a degree from the college or university originally entered. Although these figures are subject to limitations they do serve as an indication of the situation. Dorothy Knoell, (1966) after reviewing research on United States college withdrawals stated, "Stability in the gross attrition rate over an extended period of time should give little cause



for complacency, if one considers the changes in both society and higher education which have taken place in recent decades." (p. 66)

Society's concern for dropouts lies not only in the manpower field, and not only in terms of dollars and cents. It has a more global nature which stems from a fundamental desire to develop and survive as an effective, democratic system. This point is well made by Lewis Beattie (Beattie and Sheffield, 1961) in a study prepared for the Canadian Conference on Education, when he says:

A democratic society cannot function successfully unless a large majority of its citizens have received education and training which makes them competent and co-operative workers, as well as informed intelligent voters. To the extent that he is less than he could be, each individual lessens his potential contribution to society, and one of the weaknesses of present day democracies lies in the effect produced by the total of these individual deficiencies. (p. 7)

Educational institutions are necessarily worried about the effects of student attrition. Summerskill (1962) identifies three origins of such concern in colleges. One, he suggests, lies in the concept of the college as a training centre and the hostility engendered when it is not successful in performing this function with some students. This hostility is somewhat justified when examined from the view expressed by Sheffield (Beattie and Sheffield, 1961) who said, "Let us accept the fact that there will be dropouts at every level of the system. Should we not, however, set as one of our objectives that before anyone



leaves he or she should have a marketable occupational skill?" (p. 1.) Second, says Summerskill (1962), the college strives for efficiency, the achievement of which is weakened by student withdrawal. Finally, the financial loss incurred by the institution is a third origin of concern. Marsh (1966) in reviewing an article by Davis (1962), presents evidence of this in stating that "each leaver represents a financial loss of over one thousand dollars to the institution." (p. 475.) Although Summerskill was referring to only one type of post-secondary institution, the university, it seems reasonable that the same kinds of problems exist in varying degrees in other institutions. If one of the major functions of such institutions is the optimum development of intellectual resources and potential talent within their reach, then many of the students who leave school represent a fault in the system. When consideration is given to the fact that students enrolled in schools of higher learning have already passed through a screening process during which many are judged unqualified to pursue further study (Koelsche, 1956), and that studies indicate that all drop-outs do not simply lack intelligence (Halladay and Andrew, 1958; Iffert, 1958), the institution and the system become suspect.

The process of dropping out may affect the individual student in many ways. According to Jencks (1958):

Educational attainment has two distinct kinds of impact on life chances. The first can be





called the "socialization effect" and involves actual changes in the student's skills, attitudes, interests, and so forth. The second can be called the "certification effect" and consists not of changing the student but of certifying to the world that the student already has certain skills, attitudes, or whatever. (p. 232.)

A third impact might be added to, or perhaps extracted from, the two outlined by Jencks, and that is a "self image effect." For those who begin to work towards a level of educational attainment and who then withdraw before reaching their goal may, by so doing, modify their life chances in all three aspects. The disappointment in one's self and the thwarting of personal satisfaction may be further reinforced by the "socialization effect," in that society, in its concern for the individual citizen, "considers the full development of his latent powers as desirable self realization, which will yield the personal satisfaction and sense of fulfillment essential to real happiness." (Beattie and Sheffield, 1961, p. 7.) In addition to personal disappointment, the dropout is confronted with the fact that employers are demanding more qualified people to fill positions, which at one time required only high school training or less. Modern technology and automation have not only created jobs demanding more specialized training but they have also eliminated many types of work which provided employment for the less educated. The range of jobs available and potential earning power is being affected more and more by the amount of formal education an individual has. The student



who has withdrawn or will withdraw cannot hope for his lot to be improved if the present trend continues. Cervantes (1965), although speaking of high school dropouts, paints a discouraging picture for all those with a minimum of education when he suggests that:

It seems quite plausible that the minority of tomorrow--the high school dropouts--will have more difficulty climbing out of the basement of their poverty than had the minorities of the past . . . . Early in the 1960's it was already apparent that the dropout of the future would not survive an automated economy. (pp. 1, 4.)

A high school graduate, in searching for a job will find that further training is necessary if he is to enjoy any great amount of mobility in today's societal structure. His passport will have to be in the form of "papers" and, unfortunately, even though an individual may have attended an institution of higher education he will be limited if he can't show possession of a degree or diploma from it. Havighurst (1967) in participating in a college scholarship service colloquium, makes the point that since 65 per cent of young people complete high school in the United States and since high school diplomas are necessary for many working class jobs, the high school diploma has little mobility value. Despite the fact that the statistics may not be comparable in Canada, the trend is, and has definite implications for youth of the future.

The perspective in which attrition is placed depends in part upon whether it is looked at through the eyes of



society, the individual, or the educational institution. Although the impact of the problem may be viewed through any one of these three "lenses," all three are ground by the same hands--those of the dropouts themselves. They are therefore interrelated and some understanding through any one of these approaches should have implications for the others. Robert Jackson (1961), in an address to the Senate of the University of Toronto, hints at this when he says:

It would be comforting to conclude that we now emphasize the need to develop and conserve human talent because of a recognition of the worth of the individual, but I am afraid that is not a full representation of the facts of the case. There is considerable evidence, I think, to indicate that the impelling and compelling reason may be simply the preservation of our society and of our way of life. We realize now that we cannot survive as a nation and as a free nation if we continue to throw away our human and natural resources, particularly the former. I cannot see that the interests of the individual and of our society are necessarily opposed. Surely we can approach this topic of utilization of student resources from the point of view of happiness and development of the individual as well as from the point of view of the progress and welfare of our society, even its survival. (p. 36.)

It is recognized that in our present system not all students are capable of continuing in post-secondary education, nor do all those qualified desire it. Certainly, "For some, leaving college--usually temporarily, but on occasion permanently--may be more educational than staying." (Pervin, 1966, p. 5.) Students who drop out could, in fact, be more of a benefit to society than a loss in that they may, after





leaving an institution, make more effective use of their talent. (Ford and Urban, 1966.) The concern engendered by attrition, lies not with this kind of individual, but with the one who is forced, because of withdrawal, to "lapse into a life pattern which is less appropriate, less satisfying, and which, for him, represents a poor second choice." (Ford and Urban, 1966, p. 83.) Efforts are being made to channel those who can benefit from further education into institutions of higher learning. It is of equal importance that attempts be made to provide optimum conditions for successful completion of post-secondary programs. The Career Decisions Project carried out by the Canadian Department of Manpower and Immigration (Breton and McDonald, 1967) indicated that 53 per cent of Canadian high school students (54.1 per cent in Alberta) are thinking of continuing their education after high school on a full time basis. Of these 32.4 per cent stated that they would definitely continue. It is almost a certainty that many of them will not complete their chosen programs.

#### NATURE AND PURPOSE OF THE STUDY

The purpose of the present study is to provide a clearer picture of attrition in two Alberta institutions of post-secondary education and describe some of the characteristics of a sample of students who have withdrawn.

One aspect of the investigation involves descriptive data of dropouts. Factors considered include:



1. High school performance
2. Home location--rural or urban
3. Educational level and occupation of parents
4. Length and year of program
5. Academic performance at time of withdrawal
6. Post-withdrawal status

A second area of concern is that of reasons given for discontinuance and plans to continue. In this respect, the multicausality of attrition is recognized as is the possibility that many factors presented as precipitating dropout cannot be easily modified or remedied. Nevertheless, the investigator feels that some of the causes of withdrawal can be alleviated, one such cause being that of financial need. A third aspect, which necessarily grows out of the first two, is a comparison of those dropouts who gave financial need as an important factor in influencing withdrawal, with those who did not. A section of the study is devoted to examining the extent to which dropouts report that lack of funds influenced their decision to withdraw, and the means by which they obtained financial support for their education.

It is hoped that the results of the project will provide information which will be helpful in understanding the nature of attrition, and will emphasize the need for further research.



## DEFINITION OF TERMS

For the purpose of this study the following definitions will be used:

1. Post-secondary institution -- any degree or diploma granting institution which requires high school training in order to enroll and whose programs represent a continuation of formal education beyond the high school level.
2. Withdrawal -- any student who was enrolled full time during the 1967-68 year, who left during that year or did not return in 1968-69, and who had not graduated.
3. Transfer -- a student who transferred to another post-secondary institution during 1967-68 or who reported full time attendance at such an institution during 1968-69.
4. Dropout -- a withdrawal who did not transfer.
5. Attrition -- student loss generally, whether temporary or permanent.
6. Compulsory (involuntary) withdrawal -- a student who was asked to leave by officials of the institution.
7. Suggested withdrawal -- a student to whom withdrawal was suggested by officials of the institution.
8. Voluntary withdrawal -- a student who withdrew without being told to do so.
9. Rural -- farms, villages, centres with a population of less than ten thousand.
10. Urban -- a centre with a population of ten thousand or more.



11. Government assistance -- money in the form of loans, grants, and scholarships made available by the Students Assistance Board, Department of Education, Government of Alberta.

12. Matriculation -- high school graduation which meets the entrance requirements of Alberta universities.

13. U of A (1) -- group of dropouts surveyed from all Faculties at the University of Alberta excluding those who had completed two or more years in the Faculty of Education.

14. U of A (2) -- group of dropouts surveyed who had completed two or more years of study in the Faculty of Education.

15. NAIT -- group of dropouts surveyed from the Northern Alberta Institute of Technology, Edmonton.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

A search of the literature dealing with post-secondary attrition revealed little in the way of Canadian research and an almost inexhaustible list of studies carried out in the United States. Consequently, the investigator has relied heavily upon the latter data, which, it is assumed, have some implications for the Canadian scene. The review presented here is by no means all inclusive, however it is felt that the information afforded by a sample of available research presents a fairly representative picture, the understanding of which would not be greatly enhanced by a more voluminous collation.

It should be pointed out that attrition studies are conducted by use of various methods, for diverse reasons, and with numerous orientations. They are, therefore, not strictly comparable and their results should be interpreted with due consideration of certain shortcomings. The meaning and implications of reported data differ because of variance in institutional policies, in type of statistical records, and in methodological factors involving follow-up, nature of data collection, and definition of terms such as attrition, dropout, and withdrawal.



The following review is organized according to factors which seem to be related to the overall process of attrition among post-secondary students and which are of concern to the current study. In each section, Canadian data is dealt with first, followed by that pertaining to American colleges and universities. Information on technical institutes is scant, but is reported at the end of each section for which pertinent data were found.

### GENERAL DESCRIPTION

Reported attrition rates vary a great deal throughout the research. Canadian figures appear to fluctuate; however, insufficient evidence is available to confirm this. In 1952, a study of post-school occupations of Alberta high school matriculants (Ackroyd and Roberts) presented an indication of the extent of withdrawal from the University of Alberta. Of 422 first-year students registered in degree programs, 10.5 per cent either withdrew, or had withdrawal recommended or required before the end of the first year. Slightly higher rates were reported by Fleming (1955) who found that at the University of Toronto, 24.4 per cent of the 1949 entering class in Arts had withdrawn without a degree by 1955. He also noted that in the 1910 and 1948 engineering classes at McGill, 46.3 per cent and 43.4 per cent respectively failed or withdrew before graduation. More recently Fleming (1965),



in surveying 4,208 Ontario freshmen who were to graduate by 1961, estimated that about 28 per cent left university without degrees. He pointed out, however, that some of these students may have transferred to institutions outside of Ontario and obtained degrees.

Diversity in attrition rates is evident in post-secondary institutions in the United States. In a survey of studies from 1913 to 1962, Summerskill (1962) found a median withdrawal rate of 50 per cent. Iffert (1958) in a national study of United States colleges reported that about 60 per cent of freshmen students did not graduate from the college in which they enrolled. He qualified this by suggesting that 20 per cent would likely receive degrees at a later date. Little (1959) and Slater (1960) found attrition rates of 60 per cent. Little's study dealt with Wisconsin students and the loss was over a four-year period, while Slater investigated withdrawal over a five-year period among male University of Illinois students. Freshmen entering six 4-year Colorado state-supported institutions in 1960 withdrew at a rate of 57 per cent during the first two years of their programs (Albers, 1966). According to Knoell (1960), and Panos and Astin (1968) attrition rates were not as high. Knoell (1960) reported that a study of 1953 University of Iowa entrants (Iowa, State University, 1959) showed that 37 per cent of the class did not graduate. Panos and Astin, in a national study,





estimated that the numbers who failed to graduate in a four-year period comprised 35 per cent of the freshman population. They emphasized that this included students who were still in college and was therefore not a true indication of student loss. A nationwide survey by Bayer (1968) revealed a 21.6 per cent attrition rate over five years. His calculations were based on students who had withdrawn and were not enrolled at the time of study. A lower withdrawal rate was reported by Astin (1964) who studied 6,660 National Merit Scholarship competitors. Of this high aptitude group, 10.4 per cent withdrew by 1961.

Among technical institutes attrition rates appear to be somewhat similar to those in colleges and universities. Henninger (1959), in reporting on a United States national survey, indicated that the median percentages of students completing their programs and graduating was 50 per cent. This leaves a fifty per cent loss, which is fairly consistent with that reported by Clark (1950) who stated that the withdrawal rate for two Connecticut technical institutes was 48 per cent in 1961-62 and 44 per cent in 1962-63. A comparison of two-year technical students and four-year engineering degree candidates at Pennsylvania State University (Herman and Zeigler, 1960) yielded a much lower dropout rate of 9.4 per cent for technical students who had completed one semester.



Year of Program at Time of Withdrawal

The consensus of research suggests that the greatest loss of students occurs during the first year of their programs. A matriculation sub-committee in Alberta (Alberta, Department of Education, 1958) found, in their investigation of 1951 freshmen in degree programs at the University of Alberta, that of the 640 enrolled students, 105 failed to return for a second year. This represents a withdrawal rate of 16 per cent for the first year compared with a 44 per cent loss over a four-year period.

Marsh, (1966), after reviewing United States literature, concluded that a student's chances of graduating are 65 per cent better once he reaches his junior year than they are up to that time. Knoell (1960) reported that at the University of Iowa 25 per cent of the 1953 freshmen withdrew before second year, and 75 per cent of all withdrawals occurred before the sophomore year. First year attrition rates reported by other investigators follow in line: Jex and Merrill (1962) found a 33 per cent loss at the University of Utah; Gekoski and Schwartz (1961) reported that Temple University freshmen withdrew at a rate of 32 per cent; Iffert's study (1958) revealed a 27 per cent withdrawal rate among first year students.

Although a slightly different situation exists with regard to technical institutes because of their shorter programs, indications by Righthand (1965) were



that attrition in these institutions was heaviest during the first year.

### Sex

There are conflicting reports as to sex distribution of withdrawals. Some studies reported no significant differences in the rate of male as compared to female withdrawal (Cope, 1968; Halliday and Andrew, 1958; Iffert, 1958; Lins and Pitt, 1953). A University of California study (Master Plan Survey, 1960) showed that attrition rates were ten to fifteen per cent higher for women than for men. Similarly Astin (1964) found that girls had a significantly higher dropout rate than boys. Panos and Astin (1968) stated that "these data show that a woman is more likely to drop out of college than is a man who has a comparable high school grade average." (p. 65.) Demos (1968), on the other hand, found that at California State College significantly more males than females withdrew from their program.

The implications of data on sex comparisons are somewhat hazy due to possible differences in numbers of males as compared with females who enroll in the first place. Also, a more meaningful picture is presented when reasons for withdrawal are considered along with sex distribution.



## SOCIOECONOMIC FACTORS

### Rural-Urban Distribution

The role that a rural or urban background plays in the attrition process is a little nebulous and is not dealt with in many studies. Bayer (1968) however, reports that in his follow-up study of Project Talent students 26.5 per cent of the male dropouts and 22.8 per cent of the female dropouts were from small towns, whereas, of students who completed senior college, 20.0 per cent of the males and 22.8 of the females were from small towns. Summerskill (1962) concluded from his review that "a student's hometown location and size may be factors in attrition." (p. 633.) He elaborated further by saying that rural students seem to have higher dropout rates than urban students; however he implied that the rural-urban factor in itself may not be as important as the differences in cultural, educational, and social opportunities and facilities afforded by rural and urban areas.

### Educational Level of Parents

Although the educational level of parents of dropouts has been related to attrition, it seems that it must be considered in terms of the reflected attitudes toward higher education and the resulting influence on desire of the student to proceed with formal education. Parental educational attainment cannot be thought of as a direct cause of attrition, but rather as one of many interrelated





conditions which contribute to a socioeconomic value system which in turn may be related to student withdrawal.

Fleming (1965) found that 62 per cent of the fathers of Ontario University withdrawals had attended high school but only 24 per cent had attended university. Among the fathers of students who did not drop out 67.9 per cent had attended high school and 27.8 per cent had attended university.

Several United States studies indicate that the parents of dropouts tend to have less formal education than the parents of continuers. The median educational level of parents of withdrawals from Indiana University was high school and 29 per cent of the fathers and 23.9 per cent of the mothers had gone to college. (Koelsche, 1956.) Bayer's study (1968) showed that 70.9 per cent and 70 per cent of the fathers of male and female dropouts respectively, had less than college education. Of the mothers of male and female dropouts, 80.6 per cent and 74.9 per cent had not attended university. These percentages were considerably higher than those for the parents of graduands as 62.5 per cent of the fathers and 68.9 per cent of the mothers of male continuers had less than college education. Of the parents of female graduands, the corresponding figures were 57.9 per cent and 66 per cent. Goetz and Leach (1967), on the other hand, found that the fathers of withdrawals and continuers at the University of Mexico did not differ significantly in



level of education, but the mothers of continuers had significantly more education than those of withdrawals.

### Occupation of Father

The relationship of parental occupation to attrition, like that of educational level, is involved with values and attitudes and is likely of an indirect nature. Caskey (1964), in a study of freshmen at Oklahoma State University, found that a smaller percentage of dropouts' parents were in professional jobs than in other types of employment. In Astin's study (1964), of a total of 2,693 boys from professional or managerial families, 7.2 dropped out, and of a total of 1,373 girls, 11.2 dropped out. Boys whose fathers' occupations were non-professional numbered 1,657 while girls numbered 771, and 10.9 per cent and 17.6 per cent dropped out respectively. Bayer (1968) noted that of 1,048 male dropouts 48.7 per cent came from families in which the fathers' occupations were of a professional, technical, or managerial nature. The corresponding data for females showed that 53.2 per cent fell into this category. Of the students who completed their programs, 61.7 per cent of the men and 63.5 per cent of the women had fathers whose occupations were of this type.

## ACADEMIC ACHIEVEMENT

### High School Grades

High school grades are generally thought to correlate fairly well with success in post-secondary education. The



consensus of research indicates that students entering institutions of higher learning with good marks are less likely to withdraw than students with only minimum requirements. Also evident is the fact that it is not only low achievers who withdraw and that academic achievement is not a sole criterion of staying power in educational programs.

In the Alberta Matriculation Study (Alberta, Department of Education, 1958) the mean grade twelve averages for withdrawals and the total entrance group were determined for students in the faculties of Arts and Science, Commerce, Education (B.Ed.), and Engineering. It was found that these percentage averages for withdrawals were 66.8, 60.0, 57.9, and 66.7 respectively while for all freshmen they were 68.7, 66.0, 63.0, and 68.3. These figures suggest that the mean entrance averages for withdrawals were slightly lower than those of the total freshmen group. Fleming's study (1965) indicated that forty-five per cent of withdrawals studied had grade 13 (the pre-college year in Ontario) averages of 60 per cent and over, and fourteen per cent had a 70 per cent or higher average.

Munger and Goeckerman (1955) studied two groups of students entering the University of Toledo, those from the lower third of their high school graduating class, and those from the upper third. Only 5 per cent of the



lower third continued on to graduation while approximately 50 per cent of the upper third did so. Koelsche (1956) and Iffert (1958) compared high school achievement in terms of ranked fifths. Koelsche discovered that of Indiana University withdrawals, 25 per cent were ranked in the highest fifth of their graduating class while Iffert, on a nation wide basis, reported that 46.3 per cent of the women and 21.5 per cent of the men who withdrew were in this division. The corresponding figures for lower fifth graduands were, in Indiana 14 per cent, and in Iffert's sample 10.2 per cent for males and 1.9 per cent for females. Iffert clarified this by stating that 42 per cent of the freshmen enrolled were from the top fifth of their class and 32 per cent of the withdrawals were in this category. Other studies (Knoell, 1960; Astin, 1964; Eckland, 1964) suggested that attrition occurred more frequently among students having low high school grades than among those having higher marks.

#### Grades at Time of Withdrawal

Although many students who withdraw are in academic difficulty, many are not. Summerskill, (1960) attests to this by reporting that in the twenty-three studies he reviewed, the percentage of academic failures among dropouts ranged from 3 per cent to 78 per cent with a median value of 33 per cent.

Ackroyd and Roberts (1952) found that of 422 beginning





students at the University of Alberta in 1949, 4.9 per cent were required to withdraw for academic reasons by the end of the first year. Although many of the non-passing students were granted supplemental examinations, 31.6 per cent of all the freshmen did not pass all of their subjects. Presumably some of these individuals did continue on after a second writing. In a later study (Alberta, Department of Education, 1958) the academic standing of 1951 freshmen withdrawals were reported in terms of mean averages by faculty and were as follows: Arts and Science 51.0, Commerce 43.8, Education (B.Ed.) 53.7, and Engineering 47.6. Obviously not everyone was failing.

The American research in this area has produced varying results. Brown and Callis (1959) found that less than ten per cent of University of Missouri dropouts had achieved satisfactory grades. A considerably larger number of withdrawals were progressing satisfactorily in studies by Halladay and Andrew (1958) and Knoell (1960). These investigators reported in their respective studies, that 30 per cent and 51 per cent of withdrawals had acceptable academic standing.

#### REASONS FOR WITHDRAWAL

A number of conditions influence a student at any one time and each one may contribute, in varying degrees,



to his decision to withdraw. Research relevant to this is subject to certain limitations and some of these should be taken into consideration. Often a student is not able to analyze and isolate all the reasons for his withdrawal. Second, many investigators ask students to indicate one important reason for their decisions and in so doing minimize the multicausality which may be involved. Furthermore, it is possible that an individual will be inclined to report the most socially acceptable reason for his withdrawal and thus distort the true picture. Despite these shortcomings, however, the literature does identify some of the most frequently reported reasons for attrition and this aids the understanding of the problem.

There have been many factors cited by students as having influenced their decisions to withdraw. Koelsche (1952), in summarizing the most important reasons given by Indiana University withdrawals, reported that 16.7 per cent left college because of lack of money, 16.1 per cent to get married, 9.4 per cent because of academic difficulty, 7.2 per cent because of ill health, and 7.2 per cent to accept a job.

A somewhat different emphasis showed up in Iffert's survey (1958) in which it was found that for men who discontinued college attendance, major reasons, rated in order of importance, were; lack of interest in studies, military service (drafted), financial (self), discouraged by low grades, financial (family), college work too



difficult. In comparison, women had some different reasons for withdrawing and reported the following (listed in order of importance); planned to be married soon, full time job, financial (self), lack of interest in studies, financial (family), discouraged by low grades.

Temple University students (Gekoski and Schwartz, 1961) reported withdrawing mainly because of change of interest or plans (12 per cent), dissatisfaction with course and/or university (16 per cent), financial difficulties (12 per cent), college adjustment problems (12 per cent), job interference (12 per cent), and health problems (9 per cent). Military service was cited as a reason by 5 per cent of the withdrawals. The investigators pointed out that interviews were also held with continuers and it was indicated that they had the same kinds of difficulties but stayed in school.

Astin (1964) presented high aptitude dropouts with both a structured questionnaire and an open-ended question dealing with reasons for withdrawal. The results of the questionnaire revealed that the most important reasons for attrition among the men, in order of frequency, were; unsure about what to study, unsatisfactory grades, tired of being a student, couldn't afford the cost, wanted to go to work, and questioned their ability. The women, on the other hand, cited reasons in the following order; couldn't afford the cost, devote more time to family, tired of being a student, unsure about what to study,



college not relevant to goals, and wanted to go to work. Responses on the open-ended question were grouped into general areas and ranked. Personal-emotional factors ranked first in consensus of male replies and second for women. Financial reasons were second among men and third among women. The third most important area reported by men was dissatisfaction with college which was fourth in the female consensus, family responsibility being fourth for men and the most important for women.

A comparison of continuers and withdrawals was made by Goetz and Leach (1967). They felt that many of the problems experienced by withdrawals and reported as being reasons for attrition were common to continuers as well. They found that this was so in many areas, but that a matter of degree might be involved. Withdrawal respondents, more than continuers, felt that financial problems were of moderate importance in contributing to attrition. Although both groups thought unhappiness and loneliness were factors, it was given more importance by withdrawals.

The main reasons for students leaving college were surveyed by Panos and Astin (1968). The results varied according to sex, as marriage was the most frequently reported reason given by women (29.0 per cent) while dissatisfaction with college ranked highest among the men (26.7 per cent). Some other reasons, in order of percentage reporting them to be pertinent, for males were; wanted time to reconsider interests and goals (26.4 per cent),





could not afford the cost (23.6 per cent), changed career plans (22.1 per cent), unsatisfactory academic record (15.5 per cent), and tired of being a student (11.3 per cent). Similar data for the women revealed that, other than marriage, important factors were; dissatisfaction with college (27.0 per cent), change in career plans (20.7 per cent), could not afford the cost (17.8 per cent), wanted time to reconsider interests and goals (17.7 per cent), tired of being a student (6.0 per cent).

There is not enough information available to make any well based conclusions about the reasons for attrition among Technical Institute students, however a glimpse at the problem is given by records of the registrar's office at Northern Alberta Institute of Technology. A compilation of reasons reported by 1967-68 students at the time they withdrew revealed that roughly 40 per cent withdrew for academic reasons, 29 per cent for unsatisfactory program choice, 7 per cent to take a job, 4 per cent because of financial difficulty, 4 per cent to get married.<sup>1</sup> The remaining students withdrew for a variety of reasons including personal problems and death. It was pointed out

---

<sup>1</sup>This information was obtained through personal communication with the Registrar, Northern Alberta Institute of Technology, Edmonton, Alberta.



by the registrar that students having financial difficulties are required to have an interview with the Students Assistance Board of the Department of Education, prior to withdrawal. It was suggested that the number withdrawing for financial reasons is reduced by such a practice. It was found that many students who withdrew because of unsatisfactory program choice returned the following year and registered in a different program. The numbers of students reported withdrawing for this reason do not necessarily represent dropouts and many may continue at a later date.

Henninger (1959) stated that in the United States, "survey information indicates dropout figures to be substantially influenced by students quitting school to accept jobs before graduation." (p. 50.)

#### FUTURE EDUCATIONAL PLANS

The future educational plans of dropouts are significant in evaluating the total problem. Summerskill (1962) indicated that although many intend to return to complete their training, few of them do. This is contradicted in one instance, by a follow-up study of Princeton dropouts from classes of 1940, 1951, and 1960. (Pervin, 1966.) It was found that of the 1940 class dropouts, 30 per cent returned to obtain a B.A. degree, of the 1951 class, 64 per cent obtained a degree, and 85 per cent of the 1960 class dropouts returned and graduated. Iowa State



University withdrawals were questioned regarding their future plans and 54 per cent stated that they planned to return. (State of Iowa, 1959.) Demos (1968) reported that nearly 40 per cent of withdrawals from California State University at Long Beach gave indication of plans for completing their education. A high percentage of withdrawals investigated by Astin (1964) said that they might or would go back to college. However, out of the 94 per cent who indicated this, less than half applied for re-admission during the four years of the study.

Despite the suggested discrepancy between numbers who intended to return and those who actually do, evidence suggests that dropout rates do not present an accurate picture of loss of student talent, and many students interrupt, rather than discontinue, attendance at post-secondary institutions.

### SUMMARY

Although research dealing with post-secondary dropouts reveals a variety of findings some consensus does exist. It is generally agreed that the extent of attrition is of considerable magnitude and that the most critical time seems to be during or at the end of the first year of study in a post-secondary institution. Reports conflict as to whether male withdrawals outnumber female withdrawals; however, it appears that men and women drop out for different reasons. A number of



characteristics of dropouts have been described and those most frequently mentioned are that students who withdraw tend to come from rural rather than urban areas, have parents whose formal education is less than college level and whose occupations are of a non-professional nature. Generally speaking, dropouts studied were low achievers, both in high school and their post-secondary programs. It is pointed out, however, that high achievers do withdraw and that low grades may be the result of factors other than lack of ability. Studies dealing with reasons for attrition clearly illustrate the complexity of the problem and the diversified results suggest that multi-causality is involved. Most commonly mentioned reasons for withdrawal were lack of interest in courses, low grades, lack of money, full time job offer. A large percentage of dropouts expressed plans to return to formal education; however, insufficient follow-up data has been collected to determine whether these plans were carried out.





## CHAPTER III

### METHOD AND PROCEDURE

#### SAMPLE

Subjects for the survey were drawn from the University of Alberta and the Northern Alberta Institute of Technology, both located in Edmonton.

#### University of Alberta

The Institutional Research and Systems Department compared master registration tapes of 1967-68 and 1968-69 students. Those who had graduated and foreign students were excluded and the resulting output consisted of an alphabetized list of 1,679 full time, intramural students who were in attendance at the University of Alberta for part, or all of, the 1967-68 term and who were not enrolled under any status in the fall of 1968. Graduate students and after-degree students, identified by degree codes, were crossed off the list. The first and every third names were selected to produce a representative sample of 504 undergraduate withdrawals.

#### Northern Alberta Institute of Technology

The registrar's withdrawal records for 1967-68 were checked with student files and the names of students who



withdrew during or at the end of that year were alphabetized. The first and every alternate names of the list of 352 subjects were selected to compile a representative sample of 176 withdrawals.

### THE QUESTIONNAIRE

A questionnaire was constructed which asked for information pertaining to the areas listed below:

1. Academic history in terms of matriculation and grades at time of withdrawal.
2. Home location.
3. Education and occupation of parents.
4. Type of program and time of withdrawal.
5. Post-withdrawal status (which contained a response alternative to determine transfers).
6. Means by which the 1967-68 school year was financed.
7. Nature of withdrawal (compulsory, suggested, or voluntary).
8. Reasons for withdrawing from the institution.
9. Plans to continue post-secondary education.

The items were structured to allow the respondent to choose the alternative(s) which best applied to his or her situation. A page for comments was attached at the end.

A preliminary form of the questionnaire was completed by nine withdrawals not included in the sample, following which revisions of wording and item order were



made. The questionnaire was modified into two forms, one for subjects from the University of Alberta, and a second one for those from the Northern Alberta Institute of Technology. The first sixteen items were common to both forms. The remaining items dealt with length and year of program, and academic standing at time of withdrawal. The two institutions differed in these respects, consequently relevant items on the second form were constructed to conform to Northern Alberta Institute of Technology criteria.

A separate, one page check list was drawn up to obtain specific information from University of Alberta Education students who withdrew at the end of their second year or later. The items dealt with level of certification, academic plans at time of enrollment, and whether the respondent was teaching at the time of the survey. It was felt that this data was pertinent to meaningful interpretation of the results of the study. Many of these withdrawals, being certified to teach, may have withdrawn in order to take a teaching position, and possibly this was part of their plans at the time of initial enrollment. They were not, therefore, strictly comparable with the rest of the sample.

Recipients of questionnaires were divided into three groups: U of A (1), who were University of Alberta students from all faculties with the exception of those who withdrew from the Faculty of Education after completing



at least two years of study--Education withdrawals up to this point were included in this group; U of A (2), who were University of Alberta students who had completed at least two years of study in the Faculty of Education; NAIT, who were withdrawals from the Northern Alberta Institute of Technology.

Copies of the questionnaire, check list, and correspondence are included in Appendix A.

## COLLECTION OF DATA

### Institutional Information

Institutional records were used to obtain home address, sex, marital status, length and year of program, matriculation average, and date of withdrawal for each dropout. In the case of the University of Alberta, this information was included on the computer output from which the sample was drawn. Corresponding data for Northern Alberta Institute of Technology subjects was obtained from the registrar's files.

### Mailing of Questionnaires

Questionnaires were numbered consecutively from one to 682 for purposes of individual identification. Letters A and B were used to denote University of Alberta and Northern Alberta Institute of Technology respectively. The appropriate questionnaires, and check lists if applicable, were mailed to all subjects along with covering letters





explaining the nature of the study. A self-addressed, stamped, return envelope was included with each questionnaire. After a period of four weeks elapsed, a second questionnaire was mailed to each non-respondent.

### Handling of Returns

Returned questionnaires which were not suitable for purposes of the study, such as those from students who transferred to another post-secondary institution, had a previous degree or obtained one over the summer, or had removed identifying numbers, were discarded. The tabulation of responses to the survey is shown in Table 1.

Information from institutional records and questionnaire responses were transferred to general purpose answer sheets for optical scoring.

## ANALYSIS OF DATA

The data collected during the survey were analyzed by frequency tabulation and proportions. Chi square was used to test differences among proportions. These were considered significant at the .05 level.

Item responses were compared in terms of:

1. U of A (1), U of A (2), and NAIT;
2. males and females, rural-urban home background, marital status, for the total sample and within each group,



TABLE 1

RESPONSE TO A QUESTIONNAIRE SURVEY OF 1967-68 UNDERGRADUATE  
WITHDRAWALS FROM THE UNIVERSITY OF ALBERTA AND THE  
NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

Response	University of Alberta		Northern Alta. Inst. of Tech.		Totals	
	N	%	N	%	N	%
1. Usable questionnaires	276 <sup>☆</sup>	54.8	91	61.1	367	53.8
2. Transfers	69	13.7	17	9.6	85	12.6
3. Previous degrees	7	1.4	0	0.0	7	1.0
4. Identification removed	5	1.4	2	1.1	7	1.0
5. Unanswered and/or undelivered	43	8.5	14	7.9	57	8.4
6. Not returned	104	20.6	54	30.3	158	23.2
Totals	504 <sup>☆☆</sup>	100.0	178 <sup>☆☆☆</sup>	100.0	682	100.0

<sup>☆</sup> 113 of these were from B.Ed. students who withdrew at the end of second year or later.

<sup>☆☆</sup> Sample drawn from 1,679 withdrawals.

<sup>☆☆☆</sup> Sample drawn from 352 withdrawals.



3. the degree to which financial need was a factor in withdrawal for the total sample and within each group--based on dropouts' ratings of the reason "not enough money to continue,"
4. the extent to which withdrawal was voluntary for the total sample and within each group.

Chapter IV provides a description of the nature of the dropouts surveyed in terms of sex, marital status, rural-urban home background, parental education and occupation, length of program and time of withdrawal, academic factors, and post-withdrawal status. Chapter V deals with reasons for withdrawal and plans to continue post-secondary education. A more detailed explanation of analysis of this data is included in the chapter. Data in Chapter VI concerns financial factors in withdrawal. Since summaries and discussions are presented in each chapter, Chapter VII provides a brief over-view of the survey and a very general discussion of results and implications.

#### LIMITATIONS AND EXPLANATIONS

The study was confined to a sample of dropouts who withdrew from the University of Alberta and the Northern Alberta Institute of Technology during, or at the end of, the 1967-68 term. The concern was with dropouts only, and no comparison was made with students from these institutions who continue their studies. It is not implied



that characteristics described are unique to students who withdrew.

There is a possibility of non-response bias in some instances. It is recognized that students whose post-secondary experience was not particularly pleasant and/or who left with considerable antagonism toward the institution might be predisposed to discarding the questionnaire.

Data received may have been from individuals who were reasonably satisfied with their decisions or who thought out satisfactory courses of action for the future. By the same token, it is reasonable to expect that students who were unhappy with the conditions surrounding withdrawal might welcome an opportunity to express their dissatisfaction.

The effect of timing of the survey warrants consideration. The fact that responses were made in retrospect, particularly in connection with reasons for withdrawal, could have implications for the accuracy of dropouts' assessments of factors influencing their withdrawal. The investigator feels, however, that the time lapse may have served to gain a more objective description of reasons for withdrawal in that responses would be less "colored" by any emotionalism which may have initially surrounded withdrawal.

A final consideration is that respondents might





tend to cite the more "socially acceptable" reasons for withdrawal and thus distort the over-all picture of attrition. This factor must be accepted in drawing conclusions from the results, as it is a function of this type of survey.

With respect to the distributions tabulated, the totals for each group vary on occasion. This is due to the fact that some respondents omitted questions, thereby causing these discrepancies.



## CHAPTER IV

### GENERAL DESCRIPTION OF DROPOUTS FROM UNIVERSITY OF ALBERTA AND NAIT

This chapter provides factual data about the nature of the sample of dropouts surveyed, and compares the three groups, U of A (1), U of A (2), and NAIT, in terms of these data. The analysis presented is descriptive and it is not implied that the factors discussed are related to the causes of withdrawal from post-secondary institutions.

Information dealing with distributions of the total University of Alberta undergraduate population by some of the characteristics examined in this chapter, was available from the Registrar's Office. It should be remembered that the U of A (1) dropout group included Education students in their first year (excluding after-degree students), and dropouts from all years of all other faculties. The U of A (2) dropout group included Education withdrawals who had completed at least their second year. An attempt was made to describe 1967-68 University of Alberta undergraduate students on the basis of these criteria rather than simply the over-all student population. This was not entirely possible because of the way university statistics were tabulated. Consequently, the descriptions in this respect are, at best, approximations derived from



the information provided in "Summary of statistics for the academic year 1967-68" (University of Alberta, 1967); however, the investigator felt that they at least provided a general basis of comparison.

Comparable information for the Northern Alberta Institute of Technology when available, was obtained through personal communication with the Registrar.

### SEX AND MARITAL STATUS OF DROPOUTS

#### Sex

The sex of each respondent was obtained from institutional records. The distribution of males and females is tabulated in Table 2 which indicates that 61.0 per cent of the total sample of 367 dropouts were males, and 39.0 per cent were females.

TABLE 2

SEX DISTRIBUTION OF U OF A (1), U OF A (2),  
AND NAIT DROPOUTS

Group	Male		Female		Totals	
	N	%	N	%	N	%
U of A (1)	119	73.0	44	27.0	163	100.0
U of A (2)	28	24.8	85	75.2	113	100.0
NAIT	77	84.6	14	15.4	91	100.0
Totals	224	61.0	143	39.0	367	100.0

$$\chi^2 = 93.557 \quad df = 2 \quad p = 0.000$$



The ratio of males to females varied according to group. Males outnumbered females in both U of A (1) and NAIT, the male to female ratios being 73 per cent to 27 per cent for U of A (1) and 84.6 per cent to 15.4 per cent for NAIT. Only 14 of the 91 NAIT withdrawals were females. The sex ratio was reversed in U of A (2) where 75.2 per cent of the group were female and 24.8 per cent male. The 85 women in this group accounted for 59.4 per cent of all females surveyed.

In the undergraduate population of the University of Alberta, excluding all second, third, and fourth year and after-degree Education students, approximately 65 per cent were males and 35 per cent were females. Among second, third, and fourth year Education students, close to 40 per cent were males and 60 per cent females. Approximately 80 per cent of all students in the Northern Alberta Institute of Technology were men.

#### Marital Status at Time of Withdrawal

The marital status of each participant in the survey was obtained from institutional records. A tabulation of this information is shown in Table 3. Single students made up the greatest proportion of respondents and accounted for 89.1 per cent of the total sample. This trend was evident in all three groups; however, U of A (2) had proportionately more married students than either of U of A (1) or NAIT. A total of only four persons were separated, widowed, or





divorced and represented only 1.1 per cent of the entire sample.

TABLE 3  
MARITAL STATUS AT TIME OF WITHDRAWAL: U OF A (1),  
U OF A (2), AND NAIT DROPOUTS

Group	Single		Married		Separated, Widowed, Divorced		Totals	
	N	%	N	%	N	%	N	%
U of A (1)	161	98.8	2	1.2	0	0.0	163	100.0
U of A (2)	81	71.7	29	25.7	3	2.6	113	100.0
NAIT	85	93.4	5	5.5	1	1.1	91	100.0
Total	327	89.1	36	9.8	4	1.1	367	100.0

Distribution of University of Alberta students by marital status according to year of program was not available. Approximately 85 per cent of all University of Alberta undergraduates were single, and close to 77 per cent of all Education students were single. Comparable information for 1967-68 students at the Institute of Technology was not available, however 1968-69 figures showed that approximately 88 per cent of the students were single.



## SOCIOECONOMIC FACTORS

Rural-Urban Home Background

This information was provided by the respondents who were asked to indicate whether they lived (1) on a farm, village, or in a town (population less than 10,000), or (2) in a city (population of 10,000 or more). The first alternative was classified as rural, the second as urban. Table 4 describes the rural-urban distribution obtained. The total sample was comprised of 57.3 per cent rural students and 42.7 per cent urban students. Significantly more of the U of A (2) dropouts (71.7 per cent), when compared with U of A (1) and NAIT, came from rural rather than urban homes. Respondents with rural backgrounds outnumbered those from urban areas in the NAIT group; however, they did so by a small margin (13.4 per cent). U of A (1) dropouts were more evenly distributed with respect to this factor as 47.5 per cent were rural and 52.5 per cent urban.

A complete rural-urban distribution of the total student populations was not available. However, approximately 68 per cent of all U of A undergraduates whose homes were in Alberta, came from cities of Edmonton, Calgary, Lethbridge, Red Deer, and Medicine Hat. Similar data for Education students indicated that close to 57 per cent came from these cities. The only information obtainable from the Northern Alberta Institute of Technology was that 49 per cent of 1967-68 students came from Edmonton.



TABLE 4  
RURAL-URBAN DISTRIBUTION OF U OF A (1),  
U OF A (2), AND NAIT DROPOUTS

Group	Rural		Urban		Totals	
	N	%	N	%	N	%
U of A (1)	77	47.5	85	52.5	162	100.0
U of A (2)	81	71.7	32	28.3	113	100.0
NAIT	51	56.7	39	43.3	90	100.0
Totals	209	57.3	156	42.7	365	100.0

$$\chi^2 = 15.882 \quad df = 2 \quad p = 0.000$$

#### Education of Dropouts' Parents

The questionnaire contained an item which listed eight levels of formal education and each withdrawal was asked to check the highest level attained by his or her father. A ninth alternative entitled "other " was provided for cases where parental education was not known, or was not comparable. A similar item was included for mothers' educational background. Data from these two items are summarized in Tables 5 and 6. Fathers of 63.6 per cent of 362 dropouts had less than a grade twelve education with no specialized technical or trade training. The most common level of fathers' education reported in each of the three groups was grades six to nine. This was the case with 43.7 per cent of NAIT dropouts, 40.2 per cent of those in U of A (2) and 29.4 per cent in U of A (1).



TABLE 5  
EDUCATION OF FATHERS OF U OF A (1),  
U OF A (2), AND NAIT DROPOUTS

Education	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
Less than grade six	7	4.3	13	11.6	11	12.6	31	8.6
Grades six to nine	48	29.5	45	40.2	38	43.8	131	36.2
Some high school	29	17.9	22	19.6	17	19.6	68	18.8
High school graduate	18	11.0	6	5.4	7	8.0	31	8.6
Business, tech. or trade training	25	15.3	12	10.7	9	10.3	46	12.7
Some university	9	5.5	2	1.8	0	0.0	11	3.0
University graduate	16	9.8	8	7.1	2	2.3	26	7.2
Post-graduate study	10	6.1	3	2.7	2	2.3	15	4.1
Other	1	0.6	1	0.9	1	1.1	3	0.8
Totals	163	100.0	112	100.0	87	100.0	362	100.0

$$\chi^2 = 28.628 \quad df = 16 \quad p = 0.026$$





TABLE 6  
EDUCATION OF MOTHERS OF U OF A (1),  
U OF A (2), AND NAIT DROPOUTS

Education	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
Less than grade six	5	3.1	10	8.8	6	6.7	21	5.8
Grades six to nine	34	20.9	31	27.5	33	37.1	98	26.8
Some high school	42	25.7	28	24.8	18	20.2	88	24.2
High school graduate	29	17.8	8	7.1	15	16.9	52	14.2
Business, technical or trade training	23	14.1	17	15.0	12	13.5	52	14.2
Some university	13	8.0	10	8.8	2	2.2	25	6.8
University graduate	11	6.7	3	2.7	3	3.4	17	4.7
Post-graduate study	1	0.6	0	0.0	0	0.0	1	0.3
Other	5	3.1	6	5.3	0	0.0	11	3.0
Totals	163	100.0	113	100.0	89	100.0	365	100.0

$$\chi^2 = 28.962 \quad df = 16 \quad p = 0.024$$



By proportion, more U of A (1) fathers were high school graduates (11.0 per cent) and university graduates (9.8 per cent) than those in each of the other two groups.

The levels of education of dropouts' mothers were somewhat differently proportioned than those of the fathers. Of the 365 mothers for whom this information was available, 56.7 per cent had not completed grade twelve. Among the NAIT and U of A (2) respondents, more reported that their mothers had grade six to nine education than any other level. However, in the U of A (1) group, the educational level attained by the largest proportion of mothers was "some high school" (25.8 per cent). Eleven and one-half per cent of all the mothers had a university degree or some college training.

Comparative data on total student populations were not available.

#### Occupation of Parent Responsible for Family Support

Every dropout was asked to state his or her father's occupation, or mother's if she was the main supporter of the family. Each occupation was classified into one of eight categories ranging from "professional" to "unskilled labor." Those occupations which could not be so classified, and responses which indicated welfare support, were designated as "other." Although most categories are self-explanatory, one needing clarification is that of "service." In this study it refers to individuals such as, policemen,



postmen, and firemen. Table 7 shows that the most frequently stated parental occupation was that of farming in that 29.1 per cent of 361 responses fell into this classification. Within-group comparison of occupations indicated that farming was reported as many, or more, times than any other type of occupation. Farming and managerial positions were the two largest categories by proportions, of U of A (1) parents, as each accounted for 21.6 per cent of the distribution. Professionals made up 17.6 per cent of this group. Ranked in order of proportion, major occupations of U of A (2) parents were: (1) farming; (2) skilled trade; and (3) professional. Farming, unskilled labor, and managerial positions accounted for 24.7 per cent, 15.7 per cent, and 13.5 per cent of NAIT parents, respectively.

Comparative data on total student populations were not available.

## LENGTH OF PROGRAM AND TIME OF WITHDRAWAL

### Length of Program

Undergraduate programs at the University of Alberta vary in length from two years for diploma courses such as Dental Hygiene to more than four years for such degree programs as B.Sc. Nursing, Medicine, and Law. Two years is the maximum length of any course offered at the Northern Alberta Institute of Technology (except where a year of academic up-grading is necessary). Data from the two institutions were tabulated separately because of this difference.



TABLE 7  
OCCUPATIONS OF FAMILY-SUPPORTING PARENTS OF  
U OF A (1), U OF A (2), AND NAIT DROPOUTS

Occupation	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
Professional	28	17.3	15	13.6	7	7.9	50	14.0
Manager, Proprietor	35	21.6	8	7.3	12	13.9	55	15.2
Farmer	35	21.6	48	43.7	22	24.6	105	29.2
Clerical	16	9.9	0	0.0	5	5.6	21	5.8
Sales	7	4.3	5	4.5	5	5.6	17	4.7
Service	2	1.2	1	0.9	3	3.4	6	1.7
Skilled trade	19	11.7	15	13.6	12	13.5	46	12.7
Unskilled labor	9	5.6	9	8.2	14	15.7	32	8.7
Others	11	6.8	9	8.2	9	10.2	29	8.0
Totals	162	100.0	110	100.0	89	100.0	361	100.0

$\chi^2 = 45.611$        $df = 16$        $p = 0.000$





Students in both groups of U of A dropouts reported the length of their programs on the basis of the number of years normally required for completion. The results, compiled in Table 8, show that the majority of dropouts (74.6 per cent) were registered in four-year degree programs, and approximately one-fifth were enrolled in three-year degree programs.

TABLE 8  
LENGTH OF PROGRAMS ENROLLED IN BY U OF A (1)  
AND U OF A (2) DROPOUTS

Group	Degree more than 4 years		Degree 4 years		Degree 3 years		Diploma 3 years		Diploma 2 years		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
U of A (1)	10	6.1	93	57.1	57	35.0	1	0.6	2	1.2	163	100.0
U of A (2)	0	0.0	113	100.0	0	0.0	0	0.0	0	0.0	113	100.0
Totals	10	3.6	206	74.6	57	20.7	1	0.4	2	0.7	276	100.0

$\chi^2 = 53.680$        $df = 4$        $p = 0.000$

Those withdrawals in U of A (2), were, by definition in the four-year Bachelor of Education program. Among the U of A (1) dropouts, 92.1 per cent withdrew from three- and four-year degree programs. By far the greatest number of NAIT dropouts were enrolled in a two-year diploma program. Table 9 indicates that 82 of 90 respondents were in such a program while



only 5 left a one-year course and 3 were taking a program of less than one year duration.

TABLE 9  
LENGTH OF PROGRAMS ENROLLED IN  
BY NAIT DROPOUTS

Program	N	%
2-Year Diploma	82	91.1
1-Year Diploma	5	5.6
Less than One Year	3	3.3
Totals	90	100.0

Approximately 56 per cent of all undergraduate students at the University of Alberta were in four-year programs and close to 32 per cent were in three-year programs. Close to 80 per cent of all courses at the Northern Alberta Institute of Technology are two-year programs and the great majority of students were enrolled in them.

#### Time of Withdrawal

University of Alberta programs are organized on the basis of an academic year whereas NAIT courses are



offered on the basis of quarters, three of which make up a school year. As a result, the time of withdrawal of U of A students is described in relation to the year of program being taken at point of withdrawal, and, in addition, the time of year withdrawal took place. In the case of NAIT dropouts, time of withdrawal is reported in terms of the number of quarters completed. This provides a rough indication of withdrawal in relation to both time of year and progress in program.

Among all U of A dropouts, the heaviest withdrawal took place during second year or later, but before the graduating year (64.5 per cent) as is reported in Table 10. These data are somewhat biased, however, by the fact that U of A (2) dropouts were grouped on the basis of having completed at least two years of study. Examination of the tabulation of results from U of A (1) reveals that the greater proportion of withdrawals took place during or at the end of first year (56.5 per cent). Only one person discontinued during graduating year and 42.9 per cent left during the intervening years. Among U of A (2) 95.6 per cent withdrew at the end of second year, and during or at the end of third year.

Table 11 indicates that the majority of U of A dropouts left at the end of the academic year. Of the 163 U of A (1) discontinuers, 81.6 per cent withdrew at the end of the year and 17.2 per cent left during the year.



TABLE 10

YEAR OF PROGRAM AT TIME OF WITHDRAWAL OF  
U OF A (1) AND U OF A (2) DROPOUTS

Group	During or at end of first year		Second year or later, not grad. year		During grad. year		Totals	
	N	%	N	%	N	%	N	%
U of A (1)	92	56.5	70	42.9	1	0.6	163	100.0
U of A (2)	0	0.0	108	95.6	5	4.4	113	100.0
Totals	92	33.3	178	64.5	6	2.2	276	100.0

$$\chi^2 = 96.901 \quad df = 2 \quad p = 0.000$$

TABLE 11

TIME OF YEAR WITHDRAWAL TOOK PLACE FOR  
U OF A (1) AND U OF A (2) DROPOUTS

Group	Before classes		During the year		At the end of year		Totals	
	N	%	N	%	N	%	N	%
U of A (1)	2	1.2	28	17.2	133	81.6	163	100.0
U of A (2)	1	0.9	3	2.7	109	96.4	113	100.0
Totals	3	1.1	31	11.2	242	87.7	276	100.0

$$\chi^2 = 14.286 \quad df = 2 \quad p = 0.000$$





End-of-year withdrawal was slightly higher for U of A (2) as 96.4 per cent left at this time.

As mentioned earlier, the NAIT academic year is divided into three quarters and a student entering his second year would be beginning the fourth quarter of his program. The results summarized in Table 12 show that 56.1 per cent of NAIT dropouts withdrew sometime between registration and the end of the first quarter.

TABLE 12

## NUMBER OF QUARTERS COMPLETED BY NAIT DROPOUTS

Number of Quarters	N	%
None	3	3.3
Part of One	24	26.4
One	24	26.4
Two	20	21.9
Three	6	6.6
Four	5	5.5
Five	7	7.7
Six	2	2.2
Totals	91	100.0

Two quarters had been completed by 21.9 per cent of the discontinuers and 6.6 per cent had completed a full year (three quarters). Fourth, fifth, and sixth quarter withdrawal accounted for 15.4 per cent of the sample.



When all University of Alberta students (excluding second, third, and fourth year Education students) were considered, approximately 42 per cent were in first year. Among Education students (excluding those in first year), approximately 47 per cent, 31 per cent, and 22 per cent were in second, third, and fourth years respectively.

ACADEMIC FACTORS

High School Matriculation Average

Students who enroll at the University of Alberta must have a matriculation average of 60 per cent or higher. However, high school matriculation is not a requirement for most of the programs at the Northern Alberta Institute of Technology. Thirty-one of the 91 dropouts from NAIT had matriculation and a description of their averages is included in Table 13 along with similar data for U of A withdrawals.

TABLE 13

MATRICULATION AVERAGES: U OF A (1), U OF A (2), AND NAIT DROPOUTS

Group	H(80% +)		A(65-79%)		B(50-64%)		Other		Totals	
	N	%	N	%	N	%	N	%	N	%
U of A (1)	5	3.1	100	61.3	58	35.6	0	0.0	163	100.0
U of A (2)	2	1.8	65	58.6	43	38.7	1	0.9	111	100.0
NAIT	0	0.0	10	32.3	21	67.7	0	0.0	31	100.0
Totals	7	2.3	175	57.4	122	40.0	1	0.3	305	100.0

$\chi^2 = 13.689$        $df = 6$        $p = 0.033$



The majority of dropouts in the University groups had attained a matriculation average of 65 per cent or higher. This was so for 64.4 per cent of U of A (1) and 60.4 per cent of U of A (2). One individual's response was categorized under "other," the reason being that he stated his marks are unknown. Of the 31 matriculants who withdrew from NAIT, 21 or 67.7 per cent had averages between 50 per cent and 64 per cent, and averages of 65 per cent or higher were reported by the remaining 32.3 per cent.

Comparative data for total student populations were not available.

#### Academic Standing at time of Withdrawal

Dropouts were asked to indicate their academic standings in terms of the number of courses they were passing or failing and in terms of overall averages (nine-point system for U of A students and weighted averages for NAIT students). The data were tabulated separately for U of A and NAIT. Table 14 shows that of the 273 respondents from U of A, 55.7 per cent were passing all courses when they withdrew. U of A (1) and U of A (2) differed markedly in distributions of academic averages. The proportion of U of A (2) dropouts who had passing grades was 88.5 per cent while less than one-third of the U of A (1) group were passing. Slightly more than one-half of the U of A (1) group reported failing more than one course, and only 5 per cent of the U of A (2) did so.



TABLE 14  
ACADEMIC STATUS OF U OF A (1) AND U OF A (2)  
DROPOUTS AT TIME OF WITHDRAWAL

Academic Status	U of A (1)		U of A (2)		Totals	
	N	%	N	%	N	%
Failing more than one course	82	51.2	5	4.4	87	31.9
Failing one course	23	14.4	7	6.2	30	11.0
Passing all courses-- just barely	6	3.7	7	6.2	13	4.8
Passing all courses with an average of 5 or 6	43	26.9	60	53.1	103	37.6
Passing all courses with an average of 7	3	1.9	29	25.7	32	11.7
Passing all courses with an average of 8 or 9	0	0.0	4	3.5	4	1.5
No marks received	3	1.9	1	0.9	4	1.5
Totals	160	100.0	113	100.0	273	100.0

$$\chi^2 = 100.58 \quad df = 6 \quad p = 0.000$$





Results in Table 15 indicate that 42.2 per cent of the NAIT withdrawals had weighted averages below 50 per cent.

TABLE 15  
ACADEMIC STATUS OF NAIT DROPOUTS AT TIME OF  
WITHDRAWAL

Academic Status	N	%
Failing more than one course with weighted average below 50%	28	31.0
Failing one course weighted average below 50%	10	11.1
Failing one or more courses with weighted average above 50%	21	23.3
Passing all courses, weighted average 50% - 54%	7	7.8
Passing all courses, weighted average 55% - 64%	14	15.6
Passing all courses, weighted average 65% - 74%	6	6.7
Passing all courses, weighted average 75% or higher	2	2.2
No marks	2	2.2
Totals	90	100.0



It was reported by 23.3 per cent that they were failing one or more courses but had weighted averages above 50 per cent. Almost one-third of the group was passing all courses with weighted averages of 50 per cent and higher. Two people left before marks had been assigned.

POST-WITHDRAWAL STATUS

Participants in the survey were asked to state their post-withdrawal status in relation to their work situations. The questionnaire item included an alternative applying to transfer students, tabulation of which is not included in the data. The summary of results in Table 16 reveals that 81.6 per cent of all dropouts were engaged in full time work, and 5.4 per cent in part time work, at the time of the survey.

TABLE 16

POST-WITHDRAWAL STATUS OF U OF A (1), U OF A (2),  
AND NAIT DROPOUTS

Group	Full time Work		Part time Work		House-wife		Not Emp-loyed		Other		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
U of A (1)	120	73.6	13	8.0	11	6.7	6	3.7	13	8.0	163	100.0
U of A (2)	107	94.6	2	1.8	2	1.8	2	1.8	0	0.0	113	100.0
NAIT	72	79.1	5	5.5	4	4.4	5	5.5	5	5.5	91	100.0
Totals	299	81.6	20	5.4	17	4.6	13	3.5	18	4.9	367	100.0

$\chi^2 = 22.751$        $df = 8$        $p = 0.003$



Relatively few withdrawals (3.5 per cent) were unemployed. Seventeen women, 4.6 per cent of the sample, reported that they were housewives. The responses of 18 dropouts were recorded under "other" and explanations indicated that they were mainly students who were hospitalized or travelling.

The post-withdrawal status of U of A (2) withdrawals was examined further by asking them to state whether or not they were teaching. Of the 104 people who replied, 96 or 92.3 per cent were teaching at the time of the survey.

### SUMMARY

A summary of descriptive data in this chapter is presented in relation to all dropouts in the survey and U of A (1), U of A (2), and NAIT withdrawals as separate groups.

The majority of all dropouts surveyed:

1. were males (61.0 per cent)
2. were single (89.1 per cent)
3. were from rural home backgrounds (57.3 per cent)
4. had parents who left school before graduating from grade twelve (fathers 63.6 per cent, mothers 56.7 per cent)
5. had parents whose occupations were non-professional and non-managerial (70.8 per cent)
6. were working full time at the time of the survey (81.6 per cent)



The majority of U of A (1) dropouts:

1. were male (73.0 per cent)
2. were single (98.8 per cent)
3. were from urban home backgrounds (52.5 per cent)
4. had fathers who left school before graduating from grade twelve (fathers 51.7 per cent, mothers 49.7 per cent) U of A (1) had the highest proportion, by group, of university trained parents
5. had parents whose occupations were non-professional and non-managerial (61.1 per cent)
6. were working full time at the time of the survey (73.6 per cent)
7. were enrolled in a four-year degree program (57.1 per cent)
8. withdrew during or at the end of the first year of their programs (56.5 per cent)
9. had matriculation averages from 65 per cent to 79 per cent (61.3)
10. were failing more than one course at the time of withdrawal (51.2 per cent)

The majority of U of A (2) dropouts:

1. were females (75.2 per cent)
2. were single (71.7 per cent) although U of A (2) had the largest proportion of married students of any group





3. were from rural home backgrounds (71.1 per cent)
4. had parents who left school before graduating from grade twelve (fathers 71.4 per cent, mothers 61.1 per cent)
5. had parents whose occupations were non-professional and non-managerial (79.1 per cent)
6. were working full time at the time of the survey (94.6 per cent) and 92.3 per cent were teaching
7. were enrolled in a four-year degree program (100.0 per cent)
8. withdrew after the second year of their programs, but not during the year (95.6 per cent)
9. had matriculation averages from 65 per cent to 79 per cent (58.6 per cent)
- 10 were passing all courses (88.5 per cent)

The majority of NAIT dropouts:

1. were male (84.6 per cent)
2. were single (93.4 per cent)
3. were from rural home backgrounds (56.7 per cent)
4. had parents who left school before graduating from grade twelve (fathers 76.0 per cent, mothers 64.0 per cent)
5. had parents whose occupations were non-professional and non-managerial (78.6 per cent)
6. were working full time at the time of the survey (79.1 per cent)
7. were enrolled in a two-year diploma program (91.1 per cent)



8. withdrew before completing three quarters  
(78.0 per cent)
9. were non-matriculants (among the matriculants,  
67.7 per cent had averages from 50 per cent to  
64 per cent)
10. were failing one or more courses (65.5 per cent)

The comparisons of dropout groups with the total student populations resulted in the following observations:

1. There were approximately three times as many males as females in the U of A (1) dropout group, whereas it appears that there were close to twice as many males as females among the undergraduate population of the University of Alberta (excluding second, third, and fourth year, and after-degree Education students). Among Education students (excluding first-year students) there were approximately one and one-half times as many females as males, and within the U of A (2) dropout group there were three times as many females as males. The NAIT dropout group contained five and one-half times as many males as females. Among the total student population there were approximately four times as many men as women.

2. Single students greatly outnumbered married students in all three dropout groups, as they did in the total student populations.

3. Although the exact proportion cannot be determined



from available data, it appears that over half of the total student populations of the University of Alberta and the Northern Alberta Institute of Technology were from urban homes, whereas, this was true for U of A (1), it was the reverse among U of A (2) and NAIT dropouts.

4. The majority (74.6 per cent) of dropouts from the University of Alberta were in four year programs, and in total student population, 56.0 per cent were in such programs. Among all the students attending the Northern Alberta Institute of Technology the great majority were taking two-year courses as were most of the dropouts surveyed.

5. Within the U of A (1) dropout group, over one-half (56.5 per cent) were in first year, whereas among all university undergraduates (excluding second, third, and fourth year Education students) approximately 42 per cent were students in the first year of their programs. Withdrawing at the end of second, or during or at the end of third year were 95.6 per cent of the U of A (2) group. Among comparable students in the total Faculty of Education population, 78 per cent were in second and third year, and 22 per cent were in fourth year.

## DISCUSSION

The nature of the data in this chapter prompts some discussion. The meaning of information dealing with academic standing at the time of withdrawal is somewhat hazy. It seems expedient to think in terms of what



constitutes being in academic difficulty rather than only in terms of averages. To facilitate general understanding, the rationale behind the description of U of A dropouts in terms of academic standing in this survey was that a student who was failing more than one course at time of withdrawal was more-than-likely in academic difficulty, although the degree cannot be ascertained. Further, a student who was failing one course only might have been in slight difficulty, but such a failure would not, in most cases, prevent him from returning to school the following year. In light of this framework approximately one-half of the U of A (1) dropouts were in academic difficulty and another 14 per cent were in slight difficulty. The U of A (2) withdrawals were generally achieving passing grades.

Discussion with officials of the Northern Alberta Institute of Technology implied that a student was considered to be in academic difficulty if he was failing more than one course and/or if his weighted average was lower than 50 per cent. In these terms approximately 42 per cent of NAIT dropouts were in academic difficulty at time of withdrawal. Another 23 per cent may have been as they reported failure but had maintained at least a 50 per cent weighted average.

U of A (2) dropouts, as a group, differed considerably from U of A (1) and NAIT in many ways. One noticeable





difference was that females outnumbered males, as they did in the comparative Faculty of Education student population. However, there are indications that the female dropout rate in this group was higher than that of males. One feasible explanation is, that it is possible that women are more likely to plan to attend only until certification.

U of A (2) contained the largest proportion of married students of any group. A consideration here might be that the Faculty of Education offers an opportunity for students to become certified to teach within two years, and this could be of importance to those supporting families.

A substantial majority of dropouts from this group were from rural home backgrounds. There are many factors which could be related to this, however, their highly speculative nature prevents their inclusion in this discussion. However, judging from statistics applying to the total Education Faculty, it seems that rural students do not outnumber urban students. Indications are then that the dropout rate in U of A (2) group was higher for students from rural than from urban home backgrounds.

Two other conditions which were unique to U of A (2) withdrawals were the time of withdrawal and academic standing. Both of these factors arise out of the basis



on which the group was determined. By definition, all U of A (2) dropouts had completed at least two years of education and therefore no first year withdrawals existed in this group. The fact that certification was possible at the end of the second year of the B.Ed. program is a very plausible explanation of the heavy withdrawal at this time. It is further strengthened by the fact that 92.3 per cent of U of A (2) dropouts were teaching at the time of the survey. By the same token it is reasonable to expect that the great majority of these individuals were achieving satisfactorily at the time of withdrawal.

All conditions unique to U of A (2) dropouts serve to confirm the rationale behind separating these withdrawals from the rest of the dropouts from the University of Alberta, that being that they were atypical of dropouts in general. Further, it was felt that their inclusion with other U of A dropouts might bias the results of the survey.



## CHAPTER V

### REASONS FOR WITHDRAWAL FROM, AND PLANS TO CONTINUE WITH, POST-SECONDARY EDUCATION

#### INTRODUCTION

This chapter examines some of the factors reported by three groups of dropouts, U of A (1), U of A (2), and NAIT, as having influenced withdrawal from post-secondary institutions, as well as the nature and extent of plans to return to studies. Presentation of data dealing with reasons for withdrawal commences with a between-group comparison of the extent to which withdrawal was voluntary. This is followed by analyses of various reasons for dropping out and their relative importance. Data are described in terms of all three groups combined and also in relation to each group. Within this framework the reasons for withdrawal are further examined with respect to the following factors: sex, rural-urban home background, and the extent to which withdrawal was voluntary. In the case of one group, U of A (2), an analysis according to marital status is reported. This is not done with respect to U of A (1), NAIT, or the total group because the small number of married students renders such a description of little value. The last section of data deals with dropouts' plans to continue formal education at the post-secondary level.



A summary and discussion concludes the chapter.

Data concerning reasons for withdrawal were obtained from the questionnaires. Sixteen possible reasons were listed and each recipient was asked to respond to every reason with respect to whether it; (1) did not apply, (2) was of some importance, or (3) was of major importance in leading to his or her withdrawal. Space was provided for listing and explanation of other reasons not included in the item. This method allowed for differences in degree of importance each factor had and also made it possible for an individual to present more than one reason for dropping out. Data were summarized for fifteen of the sixteen reasons. The one omitted was that of "transferred to another post-secondary institution" as respondents who indicated that this applied to them were not included in the study.

The results of this part of the survey were examined with two main purposes in mind. One was to determine the frequently reported reasons for withdrawal and the degree to which they were important. This was done by describing the relative importance of reasons in three ways; on the basis of proportions of dropouts reporting each factor as being of major importance, of some importance, and of combined importance. The description of combined importance was obtained by examining the percentage of respondents who reported that a reason did not apply. In this respect





those reasons which had the smallest proportions in this category necessarily had the largest proportions in the other two categories combined, thus giving an indication of over-all importance. In each of the three kinds of descriptions, results were reported in terms of rank order of the five reasons reported by the greatest proportions of dropouts. Throughout the rest of the text these are often referred to as high ranking reasons. This was not to imply that reasons ranking lower than fifth were of no concern. The selection of the top five reasons was an arbitrary decision for the sake of succinctness. Information regarding less frequently reported reasons may be easily obtained by referring to appropriate tables summarizing responses to all reasons. Since no statistical treatment of ranks was performed, tied ranks were reported as consecutive whole numbers, and the existence of the tie is noted. This use of rank order was for convenience of descriptive comparisons. Differences in proportions between ranks vary from being fairly large to very small. As a result a variation of rank order does not, in itself, mean a substantial difference in the relative importance of reasons. This must be determined by direct referral to tables summarizing relevant data or to graphic comparisons of high ranking reasons.

The second purpose underlying this part of the study was to ascertain which reasons, irrespective of their order



of importance, applied differentially to dropouts grouped on the bases of various characteristics. This was determined by examining those reasons for which the differences among degrees of importance (based on proportions of dropouts' ratings) were statistically significant at the .05 level or higher as indicated by Chi square analysis. Significance in this respect suggested a characteristic difference in the proportion of dropouts for which a reason was a factor in withdrawal and/or a difference in the degree to which it was important.

#### THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY

This information was reported by dropouts in terms of the amount of administrative pressure involved in withdrawal. The criteria in this respect were: (1) being asked to withdraw, which has a compulsory connotation, (2) having withdrawal suggested, which implies some degree of individual choice, and (3) voluntary withdrawal, which precludes any formal administrative action. Throughout the remainder of this study dropouts described on the basis of these three conditions of withdrawal are frequently referred to as (1) compulsory withdrawals, (2) suggested withdrawals, and (3) voluntary withdrawals.

Tabulations in Table 17 indicate that withdrawal was voluntary for the majority of dropouts (75.4 per cent). The group having the greatest proportion of compulsory



dropouts was U of A (1), with 23.5 per cent. It was followed by NAIT with 17.6 per cent and U of A (2) with 0.9 per cent (only one person).

TABLE 17

THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY AMONG  
U OF A (1), U OF A (2), AND NAIT DROPOUTS

Group	Compulsory Withdrawal		Suggested Withdrawal		Voluntary Withdrawal		Totals	
	N	%	N	%	N	%	N	%
U of A (1)	38	23.5	22	13.6	102	62.9	162	100.0
U of A (2)	1	0.9	1	0.9	111	98.2	113	100.0
NAIT	16	17.6	12	13.2	63	69.2	91	100.0
Totals	55	15.0	35	9.6	276	75.4	366	100.0

$$\chi^2 = 147.570 \quad df = 4 \quad p = 0.000$$

#### REASONS FOR WITHDRAWAL GIVEN BY ALL DROPOUTS

A compilation of reasons and the degree of importance each was reported to have in discontinuance is given in Table 18. Reasons considered of major importance, in order of proportions of dropouts so rating them, were: (1) "lack of interest in courses"; (2) "not enough money to continue"; (3) "made the wrong program choice"; (4) "grades too low to continue"; (5) and (6) "worry over personal problems" and "planned to or did get married"



TABLE 18

REASONS FOR WITHDRAWAL GIVEN BY ALL DROPOUTS :  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	167	45.5	113	30.8	87	23.7	367	100.0
Not enough money to continue	196	53.4	91	24.8	80	21.8	367	100.0
Made the wrong program choice	202	55.2	88	24.0	76	20.8	367	100.0
Worry over personal problems	212	57.8	109	29.7	46	12.5	367	100.0
Grades too low to continue	230	62.6	63	17.2	74	20.2	367	100.0
Other	283	77.1	67	18.3	17	4.6	367	100.0
Was lonely and unhappy	289	78.8	65	17.7	13	3.5	367	100.0
Courses too difficult	290	79.1	68	18.4	9	2.5	367	100.0
Had successfully completed desired courses	291	79.3	43	11.7	33	9.0	367	100.0
Planned to or did get married	296	80.7	25	6.8	46	12.5	367	100.0
Offered full time job	297	81.0	42	11.4	28	7.6	367	100.0
Illness (family)	342	93.2	19	5.2	6	1.6	367	100.0
Illness (self)	344	93.7	14	3.8	9	2.5	367	100.0
Asked to leave for non-academic reasons	357	97.6	2	0.5	7	1.9	367	100.0
Decided to complete matriculation	364	99.2	2	0.5	1	0.3	367	100.0





(tied). A similar comparison of reasons rated "of some importance" revealed that the rank order was: (1) "lack of interest in courses"; (2) "worry over personal problems"; (3) "not enough money to continue"; (4) "courses too difficult"; (5) "other." On the basis of combined importance the top five reasons were as follows: (1) "lack of interest in courses"; (2) "not enough money to continue"; (3) "made the wrong program choice"; (4) "worry over personal problems"; (5) "grades too low to continue."

Reasons for Withdrawal Given by All Dropouts,  
Grouped by Sex

Table 19 summarizes responses from males. The five reasons most frequently rated "of major importance" were: (1) "lack of interest in courses"; (2) "grades too low to continue"; (3) "made the wrong program choice"; (4) "not enough money to continue"; (5) "worry over personal problems." Among those considered to be of some importance, "lack of interest in courses" ranked first. This was followed by "worry over personal problems," "made the wrong program choice," "not enough money to continue," and "courses too difficult." On the basis of combined importance reasons ranked as follows: (1) "lack of interest in courses"; (2) "made the wrong program choice"; (3) "grades too low to continue"; (4) "worry over personal problems"; (5) "not enough money to continue."



TABLE 19

REASONS FOR WITHDRAWAL GIVEN BY ALL MALE DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	84	33.0	81	36.2	69	30.8	224	100.0
Made the wrong program choice	102	45.7	61	27.4	60	26.9	224	100.0
Grades too low to continue	108	48.2	52	23.2	64	28.6	224	100.0
Worry over personal problems	111	49.5	75	33.5	38	17.0	224	100.0
Not enough money to continue	129	57.5	53	23.7	42	18.8	224	100.0
Courses too difficult	168	75.0	50	22.3	6	2.7	224	100.0
Was lonely and unhappy	174	77.7	43	19.2	7	3.1	224	100.0
Other	181	80.8	35	15.6	8	3.6	224	100.0
Offered full time job	196	87.5	15	6.7	13	5.8	224	100.0
Planned to or did get married	198	88.4	11	4.9	15	6.7	224	100.0
Had successfully completed desired courses	201	89.8	16	7.1	7	3.1	224	100.0
Illness (family)	204	91.1	17	7.6	3	1.3	224	100.0
Illness (self)	208	92.8	10	4.5	6	2.7	224	100.0
Asked to leave for non-academic reasons	214	96.0	2	0.9	7	3.1	223	100.0
Decided to complete matriculation	221	98.7	2	0.9	1	0.4	224	100.0



The responses of females are summarized in Table 20. The top five reasons rated "of major importance" were: (1) "not enough money to continue"; (2) "planned to or did get married"; (3) "had successfully completed desired courses"; (4) "lack of interest in courses"; (5) "made the wrong program choice." First in rank among the reasons considered to be of some importance was "not enough money to continue." This was followed by "worry over personal problems." "Lack of interest in courses" and "other," ranked third and fourth (tied), and three reasons, "had successfully completed desired courses," "made the wrong program choice," and "offered a full time job" ranked fifth, sixth, and seventh (tied). Ranking in terms of combined importance resulted in the following order: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) "lack of interest in courses"; (4) "planned to or did get married"; (5) "made the wrong program choice."

Figure 1 illustrates the relative combined importance of high ranking reasons given by males and females. The first ranked reasons for each sex differed somewhat in proportions reporting them important. It can be seen that the second, third, and fourth reasons among males were reported in approximately the same proportions as was the first ranking reason among women.

Among the seven reasons included in the top



TABLE 20

REASONS FOR WITHDRAWAL GIVEN BY ALL FEMALE DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Importance		Some Was of Importance		Major Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	67	46.8	38	26.6	38	26.6	143	100.0
Had successfully completed desired courses	90	62.9	27	18.9	26	18.2	143	100.0
Lack of interest in courses	93	65.0	32	22.4	18	12.6	143	100.0
Planned to or did get married	98	68.5	14	9.8	31	21.7	143	100.0
Made the wrong program choice	100	69.9	27	18.9	16	11.2	143	100.0
Worry over personal problems	101	70.6	34	23.8	8	5.6	143	100.0
Offered full time job	101	70.6	27	18.9	15	10.5	143	100.0
Other	102	71.3	32	22.4	9	6.3	143	100.0
Was lonely and unhappy	115	80.4	22	15.4	6	4.2	143	100.0
Courses too difficult	122	85.3	18	12.6	3	2.1	143	100.0
Grades too low to continue	122	85.3	11	7.7	10	7.0	143	100.0
Illness (self)	136	95.1	4	2.8	3	2.1	143	100.0
Illness (family)	138	96.5	2	1.4	3	2.1	143	100.0
Asked to leave for non-academic reasons	143	100.0	0	0.0	0	0.0	143	100.0
Decided to complete matriculation	143	100.0	0	0.0	0	0.0	143	100.0





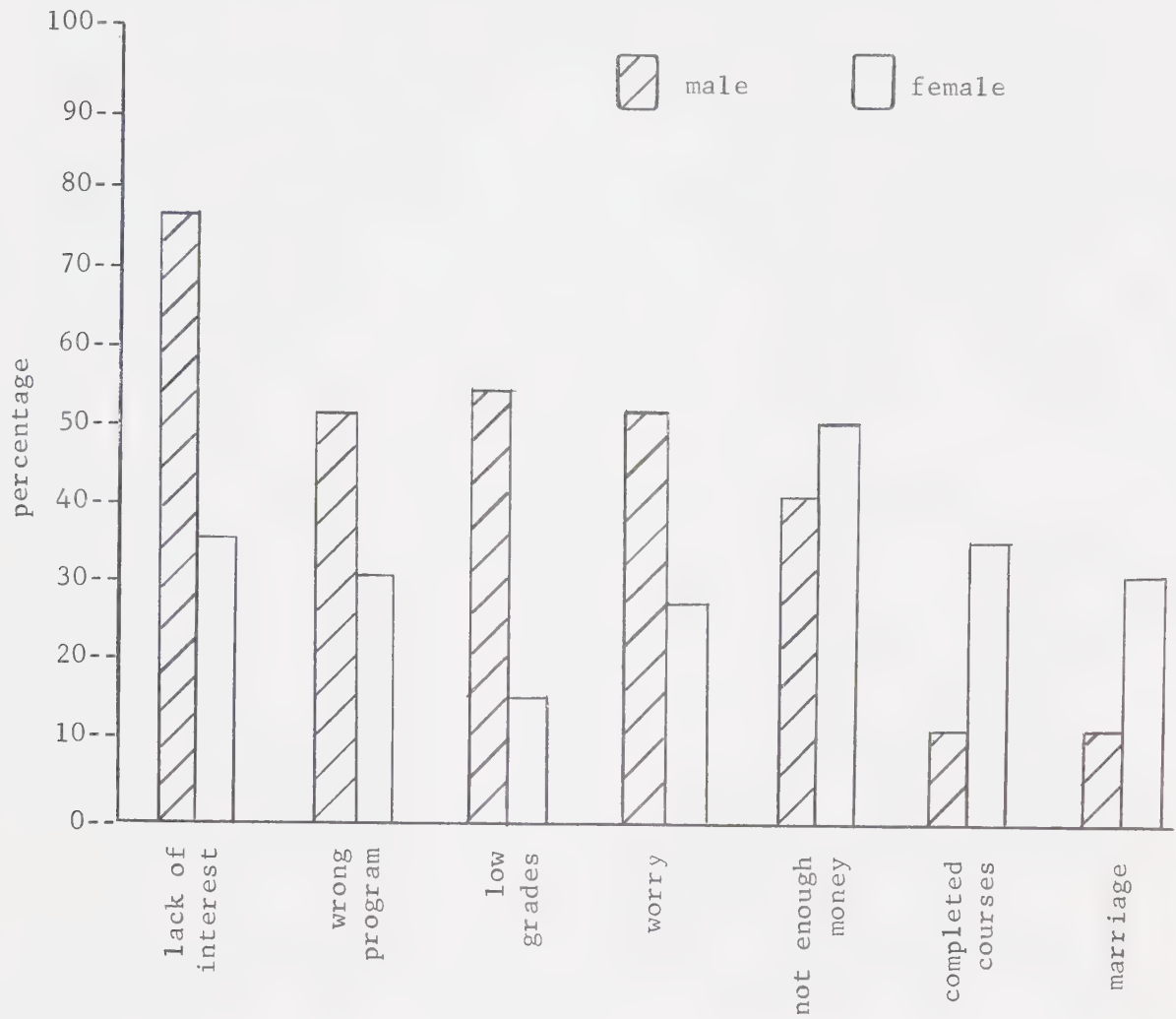


Figure 1. Percentages of dropouts, by sex, who reported high ranking reasons of importance in withdrawal.



ranking reasons of each sex, six revealed significant differences between proportions of responses. Table 21 indicates that the reasons which had importance for a significantly greater proportion of men than women were: "lack of interest in courses," "made the wrong program choice," "grades too low to continue," and "worry over personal problems." The reasons, "had successfully completed desired courses" and "planned to or did get married," applied more to women than to men as is shown in Table 22.

Two reasons not among the top five for either males or females differentiated between sexes. Table 23 reveals that "offered a full time job" was rated important by proportionately more women than men. Although "illness (family)" was not generally considered important by either sex, when it did apply to men it tended to be of some importance, while when it applied to women the difference between those considering it of some importance and of major importance was very small.

#### Reasons for Withdrawal Given by All Dropouts,

##### Grouped by Rural-Urban Home Background

Table 24 summarizes the responses of dropouts from rural home backgrounds and discloses that the top five reasons considered to be of major importance were: (1) "not enough money to continue"; (2) "grades too low to continue"; (3) "lack of interest in courses";



TABLE 21  
DISTRIBUTIONS OF RESPONSES TO HIGH RANKING  
REASONS, BY SEX: IMPORTANT TO  
PROPORTIONATELY MORE  
MALES THAN FEMALES

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%

"Lack of interest in courses"

Males	74	33.0	81	36.2	69	30.8	224	100.0
Females	93	65.0	32	22.4	18	12.6	143	100.0
Totals	167	45.5	113	30.8	87	23.7	367	100.0

$\chi^2 = 37.243$        $df = 2$        $p = 0.000$

"Made the wrong program choice"

Males	102	45.7	61	27.4	60	26.9	223	100.0
Females	100	69.9	27	18.9	16	11.2	143	100.0
Totals	202	55.2	88	24.0	76	20.8	366	100.0

$\chi^2 = 22.204$        $df = 2$        $p = 0.000$



TABLE 21 (continued)

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Grades too low to continue"								
Males	108	28.2	52	23.2	64	28.6	224	100.0
Females	122	85.3	11	7.7	10	7.0	143	100.0
Totals	230	62.6	63	17.2	74	20.2	367	100.0

$$\chi^2 = 51.575 \quad df = 2 \quad p = 0.000$$

"Worry over personal problems"

Males	111	49.5	75	33.5	38	17.0	224	100.0
Females	101	70.6	34	23.8	8	5.6	143	100.0
Totals	212	57.8	109	29.6	46	12.5	367	100.0

$$\chi^2 = 18.482 \quad df = 2 \quad p = 0.000$$





TABLE 22  
DISTRIBUTIONS OF RESPONSES TO HIGH RANKING  
REASONS, BY SEX: IMPORTANT TO  
PROPORTIONATELY MORE  
FEMALES THAN MALES

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Had successfully completed desired courses"								
Males	201	89.8	16	7.1	7	3.1	224	100.0
Females	90	67.9	27	18.9	26	18.2	143	100.0
Totals	291	79.3	43	11.7	33	9.0	367	100.0

$$\chi^2 = 40.173 \quad df = 2 \quad p = 0.000$$

"Planned to or get married"								
Males	198	88.4	11	4.9	15	6.7	224	100.0
Females	98	68.5	14	9.8	31	21.7	143	100.0
Totals	296	80.7	25	6.8	46	12.5	367	100.0

$$\chi^2 = 22.950 \quad df = 2 \quad p = 0.000$$



TABLE 23

DISTRIBUTIONS OF REASONS NOT AMONG  
THE TOP FIVE, BY SEX

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Offered full time job"								
Males	196	87.5	15	6.7	13	5.8	224	100.0
Females	101	70.6	27	18.9	15	10.5	143	100.0
Totals	297	81.0	42	11.4	28	7.6	367	100.0
$\chi^2 = 16.905$ $df = 2$ $p = 0.000$								
"Illness (family)"								
Males	204	91.1	17	7.6	3	1.3	224	100.0
Females	138	96.5	2	1.4	3	2.1	143	100.0
Totals	342	93.2	19	5.2	6	1.6	367	100.0
$\chi^2 = 7.045$ $df = 2$ $p = 0.029$								



TABLE 24

REASONS FOR WITHDRAWAL GIVEN BY DROPOUTS FROM RURAL HOMES:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	103	49.3	57	27.3	59	23.4	209	100.0
Lack of interest in courses	109	52.2	63	30.1	37	17.7	209	100.0
Made the wrong program choice	124	59.4	50	23.9	35	16.7	209	100.0
Worry over personal problems	130	62.2	60	28.7	19	9.1	209	100.0
Grades too low to continue	139	66.5	31	14.8	39	18.7	209	100.0
Had successfully completed desired courses	154	73.7	29	13.9	26	12.4	209	100.0
Was lonely and unhappy	160	76.6	41	19.6	8	3.8	209	100.0
Courses too difficult	161	77.0	43	20.6	5	2.4	209	100.0
Offered full time job	165	78.9	29	13.9	15	7.2	209	100.0
Other	166	79.4	34	16.3	9	4.3	209	100.0
Planned to or did get married	167	79.9	17	8.1	25	12.0	209	100.0
Illness (family)	194	92.8	13	6.2	2	1.0	209	100.0
Illness (self)	199	95.2	6	2.9	4	1.9	209	100.0
Asked to leave for non-academic reasons	204	98.1	1	0.5	3	1.4	209	100.0
Decided to complete matriculation	207	99.0	2	1.0	0	0.0	209	100.0



(4) "made the wrong program choice"; (5) "had successfully completed desired courses." Rated as being of some importance were: (1) "lack of interest in courses"; (2) "worry over personal problems"; (3) "not enough money to continue"; (4) "made the wrong program choice"; (5) "courses too difficult." In terms of combined importance the five most frequently reported reasons were: (1) "not enough money to continue"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "worry over personal problems"; (5) "grades too low to continue."

Results in Table 25 indicate that the reasons of major importance to dropouts from urban homes ranked as follows: (1) "lack of interest in courses"; (2) "made the wrong program choice"; (3) "grades too low to continue"; (4) "not enough money to continue"; (5) "worry over personal problems." Similar analysis of reasons of some importance resulted in the following order: (1) and (2) "worry over personal problems" and "lack of interest in courses" (tied); (3) "made the wrong program choice"; (4) "not enough money to continue"; (5) "other." On the basis of combined importance the top five ranking reasons were: (1) "lack of interest in courses"; (2) "made the wrong program choice"; (3) "worry over personal problems"; (4) "grades too low to continue"; (5) "not enough money to continue."

The percentages of dropouts from rural and urban homes reporting important reasons for withdrawal are





TABLE 25

REASONS FOR WITHDRAWAL GIVEN BY DROPOUTS FROM URBAN HOMES:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	58	37.1	48	30.8	50	32.1	156	100.0
Made the wrong program choice	77	49.6	37	23.9	41	26.5	156	100.0
Worry over personal problems	81	51.9	48	30.8	27	17.3	156	100.0
Grades too low to continue	90	57.7	32	20.5	34	21.8	156	100.0
Not enough money to continue	92	59.0	34	21.8	30	19.2	156	100.0
Other	115	73.7	33	21.2	8	5.1	156	100.0
Courses too difficult	127	81.4	25	16.0	4	2.6	156	100.0
Was lonely and unhappy	127	81.4	24	15.4	5	3.2	156	100.0
Planned to or did get married	129	82.7	7	4.5	20	12.8	156	100.0
Offered full time job	130	83.4	13	8.3	13	8.3	156	100.0
Had successfully completed desired courses	136	87.2	13	8.3	7	4.5	156	100.0
Illness (self)	143	91.7	8	5.1	5	3.2	156	100.0
Illness (family)	146	93.6	6	3.8	4	2.6	156	100.0
Asked to leave for non-academic reasons	151	96.8	1	0.6	4	2.6	156	100.0
Decided to complete matriculation	155	99.4	0	0.0	1	0.6	156	100.0



illustrated in Figure 2. Except for one reason, "not enough money to continue," greater proportions of dropouts from urban than rural homes felt these reasons were important.

The differences in proportions of rural and urban responses were statistically significant for two high ranking reasons, and one reason not among the top five. The latter, which was "had successfully completed desired courses," was the only factor important to a significantly greater proportion of rural dropouts than those from urban homes and the results are given in Table 26. Table 27 reveals that "worry over personal problems" and "lack of interest in courses," both among the top five most frequently reported reasons, were considered important in withdrawal by proportionately more urban than rural dropouts.

TABLE 26  
DROPOUTS' RESPONSES TO "HAD SUCCESSFULLY  
COMPLETED DESIRED COURSES," BY  
RURAL-URBAN HOME BACKGROUND

Home Back- ground	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Rural	154	73.7	29	13.9	26	12.4	209	100.0
Urban	136	87.2	13	8.3	7	4.5	156	100.0
Totals	290	79.5	42	11.5	33	9.0	365	100.0

$\chi^2 = 10.681$        $df = 2$        $p = 0.004$



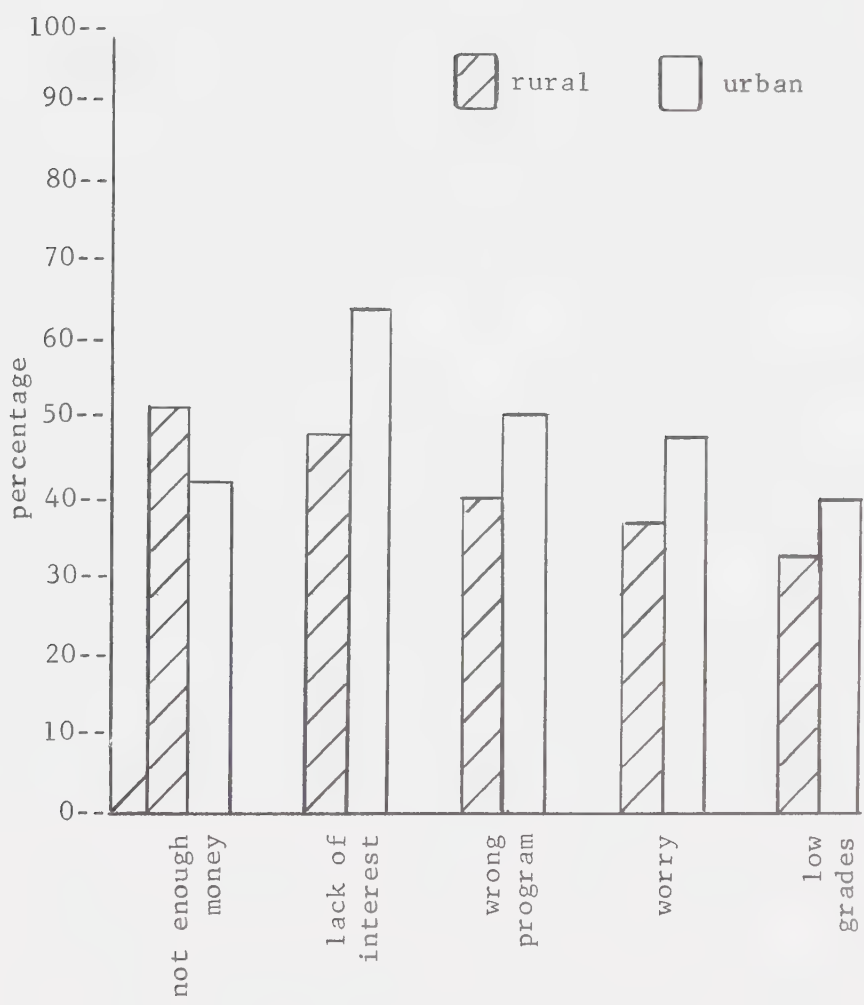


Figure 2. Percentages of dropouts, by rural-urban home background, who reported high ranking reasons of importance in withdrawal.









Reasons for Withdrawal Given by All Dropouts, Grouped  
by the Extent to which Withdrawal was Voluntary

Table 28 describes the responses from compulsory dropouts and indicates that the top five reasons rated of major importance were: (1) "grades too low to continue"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "worry over personal problems"; (5) "not enough money to continue." Similar analysis of responses implying some importance resulted in the following order of reasons: (1) "lack of interest in courses"; (2) "worry over personal problems"; (3) "courses too difficult"; (4) and (5) "not enough money to continue" and "made the wrong choice of program" (tied). Reasons ranking one to five in combined importance were: (1) "grades too low to continue"; (2) "lack of interest in courses"; (3) "worry over personal problems"; (4) "made the wrong program choice"; (5) "not enough money to continue."

Responses of dropouts to whom withdrawal was suggested are tabulated in Table 29. Rank order of the top five reasons rated of major importance was: (1) "grades too low to continue"; (2) "made the wrong program choice"; (3) "lack of interest in courses"; (4) "worry over personal problems"; (5) "not enough money to continue." Having some importance in withdrawal for a large proportion of this group were:



TABLE 28

REASONS FOR WITHDRAWAL GIVEN BY COMPULSORY DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grades too low to continue	2	3.6	7	12.7	46	83.7	55	100.0
Lack of interest in courses	12	23.6	24	43.7	18	32.7	55	100.0
Worry over personal problems	22	40.0	22	40.0	11	20.0	55	100.0
Made the wrong program choice	23	41.8	16	29.1	16	29.1	55	100.0
Not enough money to continue	34	61.8	16	29.1	5	9.1	55	100.0
Courses too difficult	35	63.7	18	32.7	2	3.6	55	100.0
Was lonely and unhappy	49	89.1	5	9.1	1	1.8	55	100.0
Planned to or did get married	49	89.1	3	5.5	3	5.5	55	100.0
Illness (family)	49	89.1	5	9.1	1	1.8	55	100.0
Asked to leave for non-academic reasons	50	90.1	1	1.8	4	7.3	55	100.0
Illness (self)	51	92.7	4	7.3	0	0.0	55	100.0
Offered full time job	52	94.5	1	1.8	2	3.6	55	100.0
Other	52	94.5	3	5.5	0	0.0	55	100.0
Had successfully completed desired courses	53	96.4	2	3.6	0	0.0	55	100.0
Decided to complete matriculation	55	100.0	0	0.0	0	0.0	55	100.0



TABLE 29

REASONS FOR WITHDRAWAL GIVEN BY SUGGESTED DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grades too low to continue	3	8.6	15	42.8	17	48.6	35	100.0
Lack of interest in courses	8	22.9	16	45.7	11	31.4	35	100.0
Worry over personal problems	12	34.3	15	42.8	8	22.9	35	100.0
Made the wrong program choice	12	35.3	10	29.4	12	35.3	35	100.0
Was lonely and unhappy	19	54.3	13	37.1	3	8.6	35	100.0
Courses too difficult	23	65.7	12	34.3	0	0.0	35	100.0
Not enough money to continue	27	77.2	4	11.4	4	11.4	35	100.0
Offered full time job	30	85.7	5	14.3	0	0.0	35	100.0
Other	30	85.7	3	8.6	2	5.7	35	100.0
Had successfully completed desired courses	31	88.5	3	8.6	1	2.9	35	100.0
Illness (self)	32	91.4	3	8.6	0	0.0	35	100.0
Planned to or did get married	32	91.4	2	5.7	1	2.9	35	100.0
Asked to leave for non-academic reasons	32	91.4	1	2.9	2	5.7	35	100.0
Illness (family)	33	94.3	2	5.7	0	0.0	35	100.0
Decided to complete matriculation	34	97.1	1	2.9	0	0.0	35	100.0



(1) "lack of interest in courses"; (2) and (3) "worry over personal problems" and "grades too low to continue" (tied); (4) "was lonely and unhappy"; (5) "courses too difficult." In terms of combined importance the top five reasons were: (1) "grades too low to continue"; (2) "lack of interest in courses"; (3) "worry over personal problems"; (4) "made the wrong program choice"; (5) "was lonely and unhappy."

Reasons rated according to relative importance by voluntary dropouts are presented in Table 30. Considered to be of major importance were: (1) "not enough money to continue"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "planned to or did get married"; (5) "had successfully completed desired courses." The top five factors reported as being of some importance were: (1) "lack of interest in courses"; (2) "worry over personal problems"; (3) "not enough money to continue"; (4) "made the wrong program choice"; (5) "other." On the basis of combined importance reasons ranked as follows: (1) "not enough money to continue"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "worry over personal problems"; (5) "other."

A comparison of the proportions of compulsory, suggested, and voluntary dropouts reporting each high ranking reason as a factor in withdrawal is shown in Figure 3. Compulsory and suggested dropouts responded somewhat similarly. Voluntary dropouts reported most





TABLE 30

REASONS FOR WITHDRAWAL GIVEN BY VOLUNTARY DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	134	48.6	71	25.7	71	25.7	276	100.0
Lack of interest in courses	146	55.9	73	26.4	57	20.7	276	100.0
Made the wrong program choice	167	60.5	62	22.5	47	17.0	276	100.0
Worry over personal problem	177	64.1	72	26.1	27	9.8	276	100.0
Other	201	72.9	60	21.7	15	5.4	276	100.0
Had successfully completed desired courses	206	74.6	38	13.8	32	11.6	276	100.0
Planned to or did get married	214	77.6	20	7.2	42	15.4	276	100.0
Offered full time job	214	77.6	36	13.0	26	9.4	276	100.0
Was lonely and unhappy	221	80.0	46	16.7	9	3.3	276	100.0
Grades too low to continue	225	81.5	40	14.5	11	4.0	276	100.0
Courses too difficult	231	83.7	38	13.8	7	2.5	276	100.0
Illness (family)	259	93.9	12	4.3	5	1.8	276	100.0
Illness (self)	260	94.2	7	2.5	9	3.3	276	100.0
Decided to complete matriculation	274	99.2	1	0.4	1	0.4	276	100.0
Asked to leave for non-academic reasons	274	99.6	0	0.0	1	0.4	275	100.0



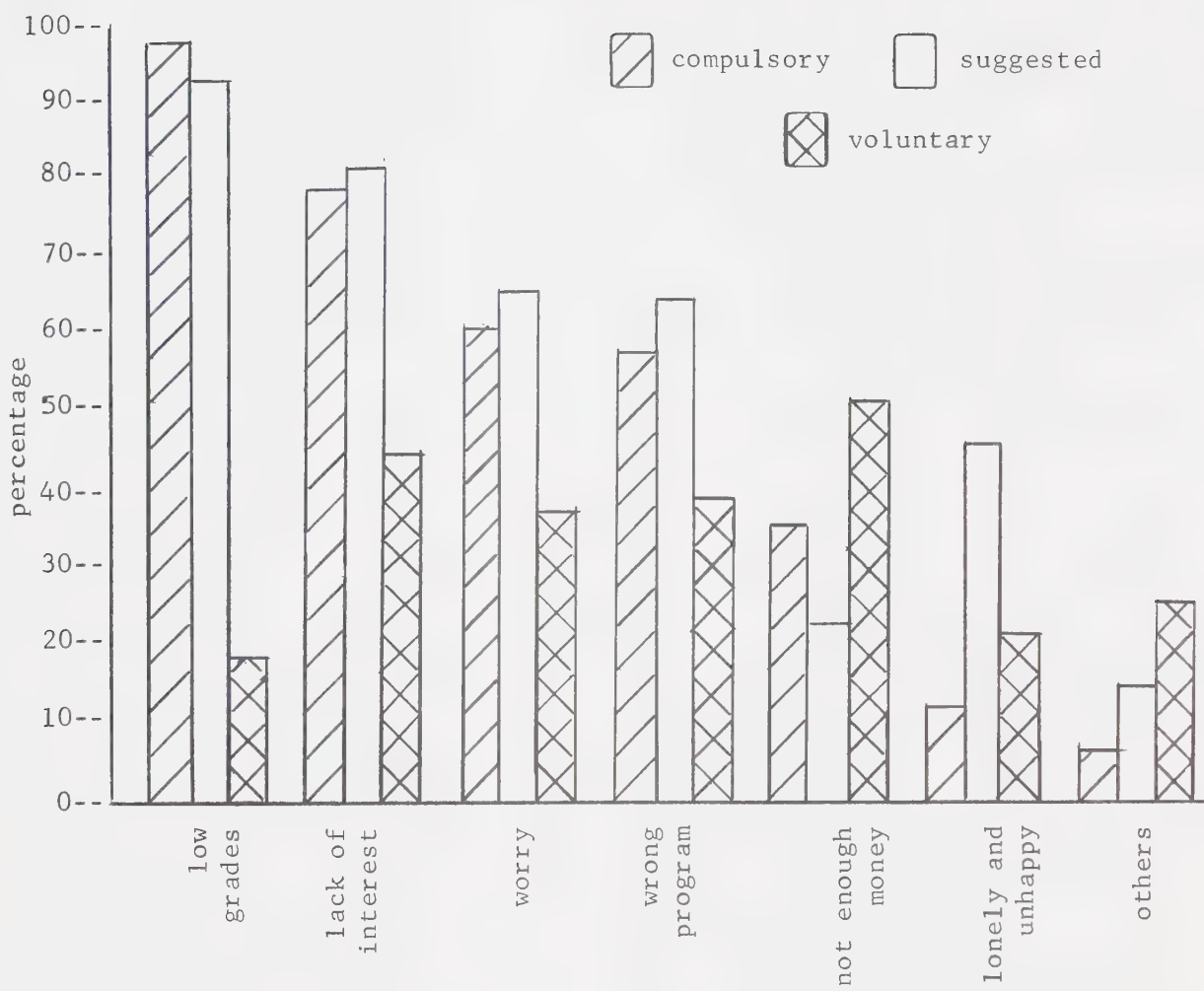


Figure 3. Percentages of dropouts, by the extent to which withdrawal was voluntary, who reported high ranking reasons of importance in withdrawal.



reasons, except "not enough money to continue," to a lesser extent than the other two groups.

Responses to all seven high ranking reasons differed significantly among the three kinds of dropout groups. Table 31 reveals that the following reasons were of more importance to compulsory and suggested withdrawals than to voluntary dropouts; "lack of interest in courses," "grades too low to continue," "worry over personal problems," "made the wrong program choice." Results in Table 32 indicate that the reasons "other," "was lonely and unhappy," and "not enough money to continue" applied mainly to voluntary withdrawals.

Significant differences between responses of dropouts occurred in relation to four low ranking reasons. Table 33 summarizes these results. The reason "was asked to withdraw for non-academic reasons" was important to only 2.4 per cent of all dropouts and, as would be expected, these were among compulsory and suggested withdrawals. "Offered a full time job" was important proportionately to fewer compulsory withdrawals compared with the others, as was "had successfully completed desired courses." "Courses too difficult" was considered a reason for withdrawal by a greater percentage of compulsory and suggested dropouts than of those who withdrew voluntarily.



TABLE 31

DISTRIBUTION OF RESPONSES TO HIGH RANKING REASONS,  
 BY THE EXTENT TO WHICH WITHDRAWAL WAS VOLUNTARY:  
 IMPORTANT TO PROPORTIONATELY MORE COMPULSORY  
 AND SUGGESTED, THAN VOLUNTARY, DROPOUTS

Extent to which withdrawal was voluntary	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Lack of interest in courses"								
Compulsory	13	23.6	24	43.7	18	32.7	55	100.0
Suggested	8	22.9	16	45.7	11	31.4	35	100.0
Voluntary	146	52.9	73	26.4	57	20.7	276	100.0
Totals	167	45.6	113	30.9	86	23.5	366	100.0
$\chi^2 = 24.035$ df = 4      p = 0.000								
"Grades too low to continue"								
Compulsory	2	3.6	7	12.7	46	83.7	55	100.0
Suggested	3	8.6	15	42.9	17	48.5	35	100.0
Voluntary	225	81.5	40	14.5	11	4.0	276	100.0
Totals	230	62.9	62	16.9	74	20.2	366	100.0
$\chi^2 = 237.130$ df = 4      p = 0.000								





TABLE 31 (continued)

Extent to which withdrawal was voluntary	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
<hr/>								
"Worry over personal problems"								
Compulsory	22	40.0	22	40.0	11	20.0	55	100.0
Suggested	12	34.2	15	42.9	8	22.9	35	100.0
Voluntary	117	64.1	72	26.1	27	9.8	276	100.0
Totals	211	57.6	109	29.8	46	12.6	366	100.0

$$\chi^2 = 20.568 \quad df = 4 \quad p = 0.000$$

---

"Made the wrong program choice"

---

Compulsory	23	41.8	16	29.1	16	29.1	55	100.0
Suggested	12	35.3	10	29.4	12	35.3	34	100.0
Voluntary	167	60.5	62	22.5	47	17.0	276	100.0
Totals	202	55.4	88	24.1	75	20.5	365	100.0

$$\chi^2 = 14.105 \quad df = 4 \quad p = 0.006$$







TABLE 33

DISTRIBUTION OF RESPONSES TO REASONS NOT  
AMONG THE TOP FIVE, BY THE EXTENT TO  
WHICH WITHDRAWAL WAS VOLUNTARY

[illegible]









## REASONS FOR WITHDRAWAL GIVEN BY U OF A (1) DROPOUTS

A compilation of reasons and the degree of importance each had in discontinuance of U of A (1) students is given in Table 34. The five reasons most frequently rated of major importance were: (1) "grades too low to continue"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "not enough money to continue"; (5) "worry over personal problems." Reasons most often considered to be of some importance were: (1) and (2) "worry over personal problems" and "lack of interest in courses" (tied); (3) "made the wrong program choice"; (4) "was lonely and unhappy"; (5) "grades too low to continue." The five reasons having most bearing on withdrawal in terms of combined importance were: (1) "lack of interest in courses"; (2) "grades too low to continue"; (3) "worry over personal problems"; (4) "made the wrong choice of program"; (5) "not enough money to continue."

Reasons for Withdrawal Given by U of A (1) Dropouts,Grouped by Sex

The responses of males are presented in Table 35. Five reasons rated most frequently of major importance were: (1) "grades too low to continue"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "worry over personal problems"; and (5) "not enough money to continue." Ranking one to five in terms of being



TABLE 34

REASONS FOR WITHDRAWAL GIVEN BY U OF A (1) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	49	30.1	63	38.6	51	31.3	163	100.0
Grades too low to continue	69	42.3	38	23.3	56	34.4	163	100.0
Worry over personal problems	72	44.1	63	38.7	28	17.2	163	100.0
Made the wrong program choice	76	46.6	50	30.7	37	22.7	163	100.0
Not enough money to continue	100	61.3	34	20.9	29	17.8	163	100.0
Other	118	72.4	35	21.5	10	6.1	163	100.0
Was lonely and unhappy	120	73.6	39	23.9	4	2.5	163	100.0
Courses too difficult	120	73.6	40	24.6	3	1.8	163	100.0
Planned to or did get married	137	84.1	8	4.9	18	11.0	163	100.0
Offered full time job	146	89.5	12	7.4	5	3.1	163	100.0
Illness (family)	150	92.1	11	6.7	2	1.2	163	100.0
Illness (self)	151	92.7	10	6.1	2	1.2	163	100.0
Had successfully completed desired courses	155	95.1	6	3.7	2	1.2	163	100.0
Asked to leave for non-academic reasons	161	98.8	1	0.6	1	0.6	163	100.0
Decided to complete matriculation	162	99.4	1	0.6	0	0.0	163	100.0



TABLE 35

REASONS FOR WITHDRAWAL GIVEN BY MALE U OFA (1) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reasons	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	27	22.7	50	42.0	42	35.0	119	100.0
Grades too low to continue	38	31.9	33	27.7	48	40.4	119	100.0
Worry over personal problems	52	43.7	46	38.7	21	17.6	119	100.0
Made the wrong program choice	55	46.2	34	28.6	30	25.2	119	100.0
Not enough money to continue	75	63.0	24	20.2	20	16.8	119	100.0
Courses too difficult	86	72.3	32	26.9	1	0.8	119	100.0
Was lonely and unhappy	90	75.6	27	22.7	2	1.7	119	100.0
Other	90	75.6	24	20.2	5	4.2	119	100.0
Planned to or did get married	105	88.3	6	5.0	8	6.7	119	100.0
Offered full time job	107	89.9	8	6.7	4	3.4	119	100.0
Illness (family)	108	90.8	10	8.4	1	0.8	119	100.0
Illness (self)	111	93.3	7	5.9	1	0.8	119	100.0
Had successfully completed desired courses	115	96.7	3	2.5	1	0.8	119	100.0
Asked to leave for non-academic reasons	117	98.4	1	0.8	1	0.8	119	100.0
Decided to complete matriculation	118	99.2	1	0.8	0	0.0	119	100.0



of some importance were: (1) "lack of interest in courses"; (2) "worry over personal problems"; (3) "made the wrong program choice"; (4) "grades too low to continue"; (5) "courses too difficult." The order of reasons of combined importance was the same as those for the total U of A (1) group.

Table 36 indicates that, among female respondents, reasons rated of major importance ranked as follows: (1) "planned to or did get married"; (2) and (3) "not enough money to continue" and "lack of interest in courses" (tied); (4) "grades too low to continue"; (5) and (6) "worry over personal problems" and "made the wrong program choice" (tied). The top five reasons considered by the greatest percentage to be of some importance were: (1) "worry over personal problems"; (2) "made the wrong program choice"; (3) "lack of interest in courses"; (4) "was lonely and unhappy," and (5) "other." In relation to combined importance reasons ranked as follows: (1) "worry over personal problems"; (2) "made the wrong program choice"; (3) "lack of interest in courses"; (4) "not enough money to continue"; and (5) "other." "Other" reasons given by women dealt with family responsibilities, pregnancy, and uncertainty about goals.

Figure 4 shows that the proportions of males reporting "lack of interest in courses" and "grades too low to continue," were considerably larger than those of females. However, for the other high ranking reasons, percentages by sex were somewhat similar.





TABLE 36

REASONS FOR WITHDRAWAL GIVEN BY FEMALE U OF A (1) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Worry over personal problems	20	45.5	17	38.6	7	15.9	44	100.0
Made the wrong program choice	21	47.7	16	36.4	7	15.9	44	100.0
Lack of interest in courses	22	50.0	13	29.5	9	20.5	44	100.0
Not enough money to continue	25	56.8	10	22.7	9	20.5	44	100.0
Other	28	63.6	11	25.0	5	11.4	44	100.0
Was lonely and unhappy	30	68.2	12	27.3	2	4.5	44	100.0
Grades too low to continue	31	70.4	5	11.4	8	18.2	44	100.0
Planned to or did get married	32	72.8	2	4.5	10	22.7	44	100.0
Courses too difficult	34	77.3	8	18.2	2	4.5	44	100.0
Offered full time job	39	88.6	4	9.1	1	2.3	44	100.0
Had successfully completed desired courses	40	90.9	3	6.8	1	2.3	44	100.0
Illness (self)	40	90.9	3	6.8	1	2.3	44	100.0
Illness (family)	42	95.4	1	2.3	1	2.3	44	100.0
Asked to leave for non-academic reasons	44	100.0	0	0.0	0	0.0	44	100.0
Decided to complete matriculation	44	100.0	0	0.0	0	0.0	44	100.0



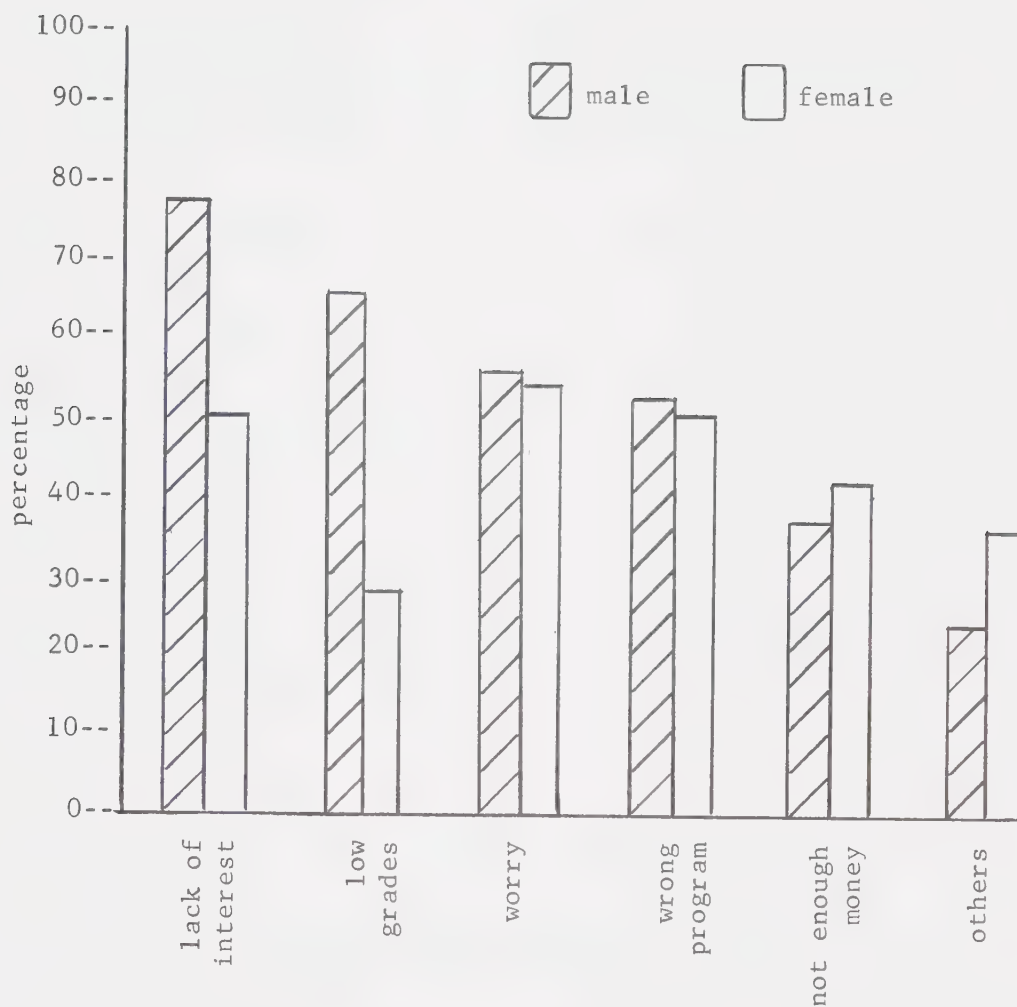


Figure 4. Percentages of U of A (1) dropouts, by sex, who reported high ranking reasons of importance in withdrawal.



Significant differences between the responses of males and females occurred in three instances. Only one reason, that of "planned to or did get married" was important to proportionately more women than men as is shown in Table 37, and it was not of general concern among women as a group. Two high ranking reasons were reported by proportionately more males than females. Table 38 indicates that "grades too low to continue" was one of these, and 40.4 per cent of the male respondents considered it a factor of major importance, while only 18.9 per cent of the females did so. "Lack of interest in courses" differed in combined importance between men and women, as 77.3 per cent of the men and 50 per cent of the women felt it to be a factor influencing withdrawal.

TABLE 37

U OF A (1) DROPOUTS' RESPONSES TO "PLANNED TO  
OR DID GET MARRIED," BY SEX

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Males	105	88.3	6	5.0	8	6.7	119	100.0
Females	72	72.8	2	4.5	10	22.7	44	100.0
Totals	137	84.1	8	4.9	18	11.0	163	100.0

$$\chi^2 = 8.386 \quad df = 2 \quad p = 0.015$$



TABLE 38

DIFFERENCES IN U OF A (1) RESPONSES TO HIGH RANKING  
REASONS, BY SEX: IMPORTANT TO PROPORTIONATELY  
MORE MALES THAN FEMALES

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Grades too low to continue"								
Males	38	31.9	33	26.7	48	40.4	119	100.0
Females	31	20.4	5	11.4	8	18.2	44	100.0
Totals	69	42.3	38	28.3	56	34.4	163	100.0

$$\chi^2 = 19.541 \quad df = 2 \quad p = 0.000$$

"Lack of interest in courses"								
Males	27	22.7	50	42.0	42	35.3	119	100.0
Females	22	50.0	13	29.5	9	20.5	44	100.0
Totals	49	30.1	63	38.6	51	31.3	163	100.0

$$\chi^2 = 11.524 \quad df = 2 \quad p = 0.003$$





Reasons for Withdrawal Given by U of A (1) Dropouts,  
Grouped by Rural-Urban Home Background

Table 39 summarizes responses from rural dropouts. The top five reasons rated of major importance were: (1) "grades too low to continue"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "not enough money to continue"; (5) "worry over personal problems." Of those reasons reported having some importance, "worry over personal problems" ranked first, followed by "lack of interest in courses," "made the wrong program choice," "courses too difficult," and "not enough money to continue" and "was lonely and unhappy" (tied). On the basis of combined importance the order of reasons was as follows: (1) "lack of interest in courses"; (2) "grades too low to continue"; (3) "worry over personal problems"; (4) "made the wrong program choice"; and (5) "not enough money to continue."

Responses from dropouts with urban home backgrounds are tabulated in Table 40. Results show that of those reasons considered to be of major importance, the top five were: (1) "lack of interest in courses"; (2) "grades too low to continue"; (3) "made the wrong program choice"; (4) "worry over personal problems"; (5) "not enough money to continue." Similar analysis of reasons rated of some importance resulted in the following rank order: (1) "lack of interest in courses"; (2) "worry over personal problems"; (3) "made the wrong program choice"; (4) "grades



TABLE 39

REASONS FOR WITHDRAWAL GIVEN BY U OF A (1) DROPOUTS FROM  
RURAL HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	21	24.7	35	41.2	29	34.1	85	100.0
Worry over personal problems	35	41.2	30	35.3	20	23.5	85	100.0
Grades too low to continue	37	43.5	21	24.7	27	31.8	85	100.0
Made the wrong program choice	37	43.5	24	28.2	24	28.2	85	100.0
Not enough money to continue	55	64.7	14	16.5	16	18.8	85	100.0
Other	62	72.9	18	21.2	5	5.9	85	100.0
Was lonely and unhappy	63	74.1	19	22.4	3	3.5	85	100.0
Courses too difficult	65	76.5	18	21.2	2	2.4	85	100.0
Planned to or did get married	74	87.1	1	1.2	10	11.8	85	100.0
Illness (self)	77	90.6	6	7.1	2	2.4	85	100.0
Offered full time job	78	91.8	6	7.1	1	1.2	85	100.0
Illness (family)	80	94.1	4	4.7	1	1.2	85	100.0
Had successfully completely desired courses	81	95.3	2	2.4	2	2.4	85	100.0
Asked to leave for non-academic reasons	84	98.8	0	0.0	1	1.2	85	100.0
Decided to Complete matriculation	85	100.0	0	0.0	0	0.0	85	100.0



TABLE 40

REASONS FOR WITHDRAWAL GIVEN BY U OF A (1) DROPOUTS FROM  
URBAN HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	28	36.3	27	35.1	22	28.6	77	100.0
Grades too low to continue	31	40.2	17	22.1	29	37.7	77	100.0
Worry over personal problems	36	46.1	33	42.9	8	10.4	77	100.0
Made the wrong program choice	38	49.3	26	33.8	13	16.9	77	100.0
Not enough money to continue	45	58.4	20	26.0	12	16.6	77	100.0
Courses too difficult	54	70.1	22	28.6	1	1.3	77	100.0
Other	55	71.4	17	22.1	5	6.5	77	100.0
Was lonely and unhappy	56	72.7	20	26.0	1	1.3	77	100.0
Planned to or did get married	63	81.8	7	9.1	7	9.1	77	100.0
Offered full time job	67	87.0	6	7.8	4	5.2	77	100.0
Illness (family)	69	89.6	7	9.1	1	1.3	77	100.0
Illness (self)	73	94.8	4	5.2	4	5.2	77	100.0
Had successfully completed desired courses	74	96.1	3	3.9	0	0.0	77	100.0
Asked to leave for non-academic reasons	76	98.7	1	1.3	0	0.0	77	100.0
Decided to complete matriculation	76	98.7	1	1.3	0	0.0	77	100.0



too low to continue"; and (5) "was lonely and unhappy." On the basis of combined importance, urban dropouts considered "lack of interest in courses," as being the most important factor in withdrawal. This was followed by "worry over personal problems," which ranked second. "Grades too low to continue" ranked third as did "made the wrong choice." Ranking fifth was "not enough money to continue."

Figure 5 illustrates that dropouts from rural and urban home backgrounds tended to respond to high ranking reasons in about the same proportions.

Although the rank order of reasons varied between these two groups of dropouts, the differences in responses were not statistically significant at the .05 level.

Reasons for Withdrawal Given by U of A (1) Dropouts,

Grouped by the Extent to which Withdrawal was Voluntary

The distribution of responses from compulsory dropouts is presented in Table 41. The reason considered to be of major importance by the greatest proportion of this group was "grades too low to continue." Among the entire group, 92.1 per cent rated it so. The second, third, fourth, and fifth ranking reasons were: "lack of interest in courses"; "made the wrong program choice"; "worry over personal problems"; and "not enough money to continue." Among reasons deemed to be of some importance, "lack of interest in courses" ranked first, followed by "worry over personal problems," "courses too difficult,"





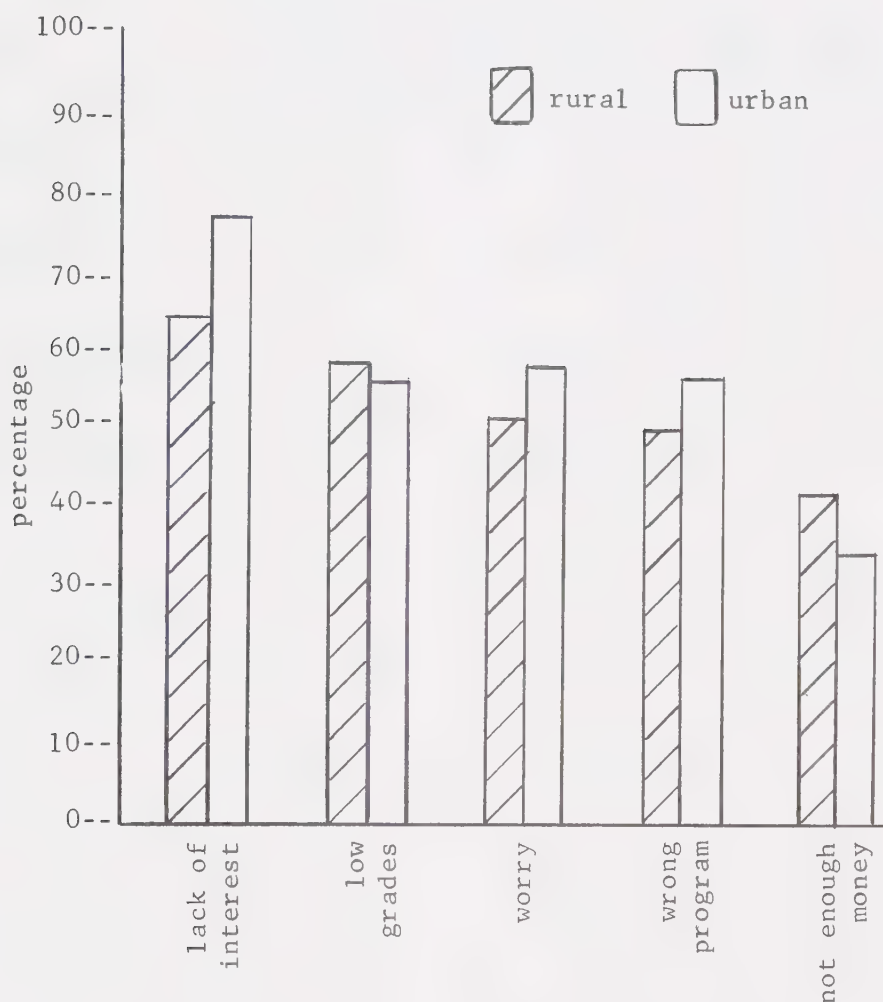


Figure 5. Percentages of U of A (1) dropouts, by rural-urban home background, who reported high ranking reasons of importance in withdrawal.



TABLE 41

REASONS FOR WITHDRAWAL GIVEN BY COMPULSORY U OF A (1) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grades too low to continue	0	0.0	3	7.9	35	92.1	38	100.0
Lack of interest in courses	8	21.1	17	44.7	13	34.2	38	100.0
Worry over personal problems	13	34.2	16	42.1	9	23.7	38	100.0
Made the wrong program choice	15	39.5	11	28.9	12	31.6	38	100.0
Courses too difficult	24	63.2	13	34.2	1	2.6	38	100.0
Not enough money to continue	25	65.8	9	23.7	4	10.5	38	100.0
Was lonely and unhappy	33	86.9	4	10.5	1	2.6	38	100.0
Planned to or did get married	34	89.5	1	2.6	3	7.9	38	100.0
Illness (family)	34	89.5	3	7.9	1	2.6	38	100.0
Illness (self)	35	92.1	3	7.9	0	0.0	38	100.0
Offered full time job	36	94.8	0	0.0	2	5.2	38	100.0
Asked to leave for non-academic reasons	36	94.8	1	2.6	1	2.6	38	100.0
Other	37	97.4	1	2.6	0	0.0	38	100.0
Had successfully completed desired courses	37	97.4	1	2.6	0	0.0	38	100.0
Decided to complete matriculation	38	100.0	0	0.0	0	0.0	38	100.0



"made the wrong program choice," and "not enough money to continue." On the basis of combined importance, reasons ranked as follows: (1) "grades too low to continue"; (2) "lack of interest in courses"; (3) "worry over personal problems"; (4) "made the wrong program choice"; (5) "courses too difficult."

Table 42 describes the responses of suggested withdrawals. It should be noted that only twenty-two individuals fall into this category. The top five reasons rated of major importance were: (1) "grades too low to continue"; (2) "made the wrong program choice"; (3) and (4) "lack of interest in courses" and "worry over personal problems" (tied); (5) and (6) "not enough money to continue" and "other" (tied). Those reasons considered to be of some importance, in rank order were: (1) and (2) "worry over personal problems" and "lack of interest in courses" (tied); (3) "grades too low to continue"; (4) "courses too difficult"; (5) "was lonely and unhappy." Ranked on the basis of combined importance the top five reasons were: (1) "grades too low to continue"; (2) and (3) "lack of interest in courses" and "worry over personal problems" (tied); (4) "made the wrong program choice"; and (5) "was lonely and unhappy."

Among voluntary withdrawals, whose responses are summarized in Table 43, the rank order of reasons reported as being of major importance was: (1) "lack of interest in courses"; (2) "not enough money to continue";



TABLE 42

REASONS FOR WITHDRAWAL GIVEN BY SUGGESTED U OF A (1) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grades too low to continue	0	0.0	9	40.9	13	59.1	22	100.0
Worry over personal problems	6	27.3	10	45.4	6	27.3	22	100.0
Lack of interest in courses	6	27.3	10	45.4	6	27.3	22	100.0
Made the wrong program choice	9	40.9	6	27.3	7	31.8	22	100.0
Was lonely and unhappy	13	59.1	8	36.4	1	4.5	22	100.0
Courses too difficult	14	63.6	8	36.4	0	0.0	22	100.0
Offered full time job	17	77.4	5	22.6	0	0.0	22	100.0
Other	17	77.4	3	13.6	2	9.0	22	100.0
Not enough money to continue	17	77.4	3	13.6	2	9.0	22	100.0
Illness (self)	20	91.0	2	9.0	0	0.0	22	100.0
Planned to or did get married	20	91.0	1	4.5	1	4.5	22	100.0
Had successfully completed desired courses	20	91.0	2	9.0	0	0.0	22	100.0
Illness (family)	21	95.5	1	4.5	0	0.0	22	100.0
Asked to leave for non-academic reasons	22	100.0	0	0.0	0	0.0	22	100.0
Decided to complete matriculation	22	100.0	0	0.0	0	0.0	22	100.0





TABLE 43

REASONS FOR WITHDRAWAL GIVEN BY VOLUNTARY U OF A (1) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	35	34.3	36	35.3	31	30.4	102	100.0
Made the wrong program choice	52	51.0	33	32.3	17	16.7	102	100.0
Worry over personal problems	52	51.0	37	36.3	13	12.7	102	100.0
Not enough money to continue	57	55.9	22	21.6	23	22.5	102	100.0
Other	64	62.8	30	29.4	8	7.8	102	100.0
Grades too low to continue	69	67.7	25	24.5	2	7.8	102	100.0
Was lonely and unhappy	74	72.5	26	25.5	2	2.0	102	100.0
Courses too difficult	81	79.4	19	18.6	2	2.0	102	100.0
Planned to or did get married	82	80.4	6	5.9	14	13.7	102	100.0
Offered full time job	92	90.2	7	6.9	3	2.9	102	100.0
Illness (family)	94	92.1	7	6.9	1	1.0	102	100.0
Illness (self)	95	93.1	5	4.9	2	2.0	102	100.0
Had successfully completed desired courses	97	95.1	3	2.9	2	2.0	102	100.0
Decided to complete matriculation	101	99.0	1	1.0	0	0.0	102	100.0
Asked to leave for non-academic reasons	102	100.0	0	0.0	0	0.0	102	100.0



(3) "made the wrong program choice"; (4) "planned to or did get married"; (5) "worry over personal problems." Similar analysis of reasons rated as of some importance resulted in the following ranking: (1) "worry over personal problems"; (2) "lack of interest in courses"; (3) "made the wrong program choice"; (4) "other"; (5) "was lonely and unhappy." When combined importance was taken into consideration, the top five reasons were: (1) "lack of interest in courses"; (2) and (3) "made the wrong program choice" and "worry over personal problems" (tied); "not enough money to continue"; and (5) "other."

Figure 6 shows that when responses of compulsory, suggested, and voluntary dropouts were compared, it was found that compulsory and suggested withdrawals tended to respond to high ranking reasons in similar proportions, whereas, voluntary dropouts differed somewhat from the others.

Proportions of responses for only three of all fifteen listed reasons differed significantly. The two of these which were high ranking reasons were "grades too low to continue" and "other." Table 44 indicates that low grades were important to proportionately more compulsory and suggested dropouts than voluntary withdrawals. The latter group and suggested withdrawals reported "other" reasons more often than compulsory



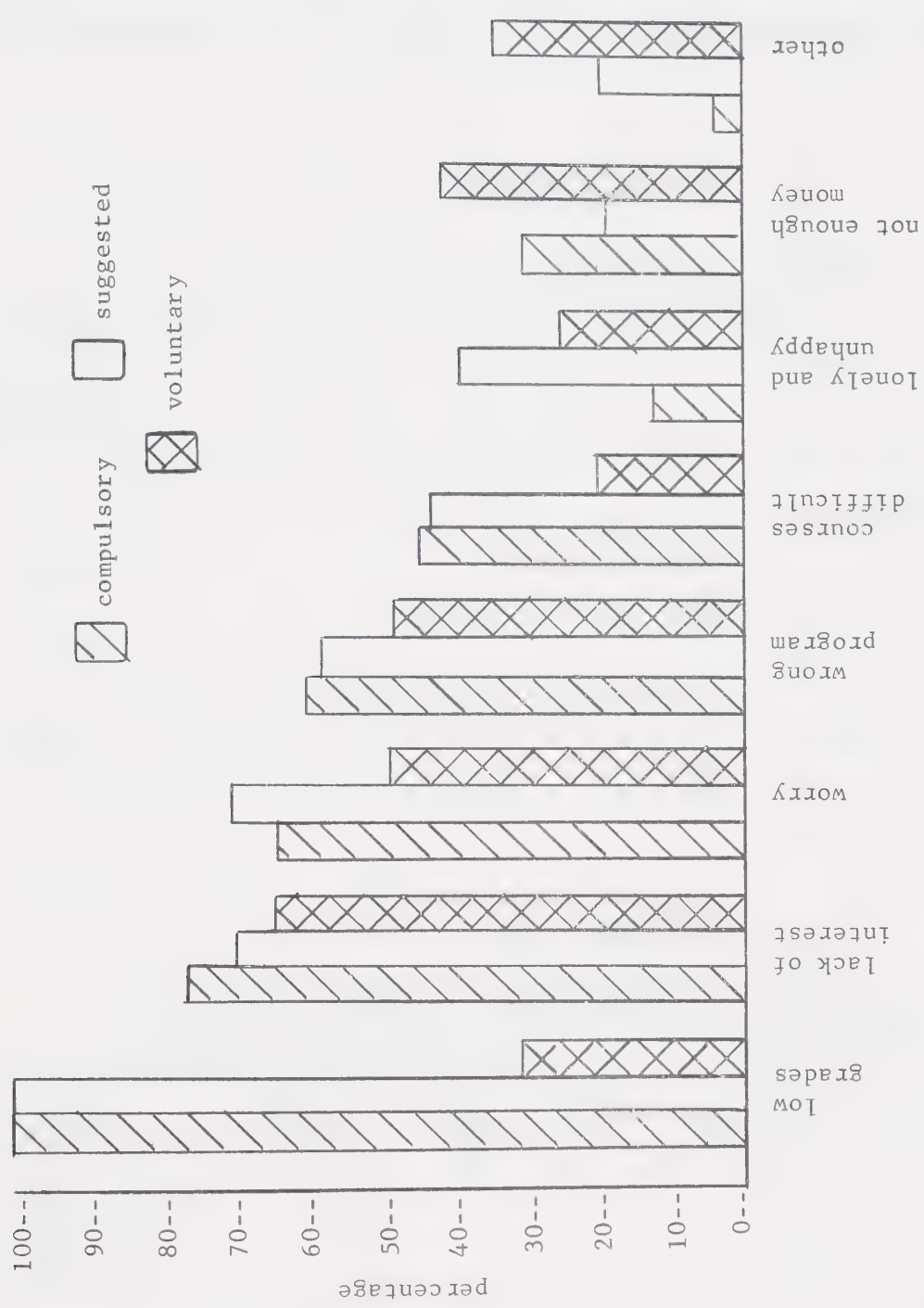


Figure 6. Percentages of U of A (1) dropouts, by the extent to which withdrawal was voluntary, who reported high ranking reasons of importance in withdrawal.









TABLE 46

U OF A (1) DROPOUTS' RESPONSES TO "OFFERED A FULL  
TIME JOB," BY THE EXTENT TO WHICH  
WITHDRAWAL WAS VOLUNTARY

Type of Withdrawal	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Compulsory	36	94.7	0	0.0	2	5.3	38	100.0
Suggested	17	77.3	5	22.7	0	0.0	22	100.0
Voluntary	92	90.2	7	6.9	3	2.9	102	100.0
Totals	145	89.5	12	7.4	5	3.1	162	100.0

$$\chi^2 = 11.585 \quad df = 4 \quad p = 0.020$$

#### REASONS FOR WITHDRAWAL GIVEN BY U OF A (2) DROPOUTS

Table 47 indicates that the reason deemed to be of major importance to the greatest proportion of U of A (2) dropouts was "not enough money to continue." Other factors which were reported to be of major importance were, in order of proportion: "had successfully completed desired courses"; "planned to or did get married"; "offered a full time job"; "lack of interest in courses." Of those reasons judged to be of some importance, "not enough money to continue" ranked first. This was followed by "had successfully completed desired courses," "offered a full time job," "other," and "lack of interest in courses." Reasons which were described as "other" largely involved commitment to



TABLE 47

REASONS FOR WITHDRAWAL GIVEN BY U OF A (2) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	39	34.5	34	30.1	40	35.4	113	100.0
Had successfully completed desired courses	51	45.1	33	29.2	29	25.7	113	100.0
Offered a full time job	69	61.1	27	23.9	17	15.0	113	100.0
Planned to or did get married	81	71.7	10	8.8	22	19.5	113	100.0
Other	84	74.4	24	21.2	5	4.4	113	100.0
Lack of interest in courses	85	75.3	18	15.9	10	8.8	113	100.0
Worry over personal problems	93	82.3	17	15.0	3	2.7	113	100.0
Made the wrong program choice	95	84.1	12	10.6	6	5.3	113	100.0
Was lonely and unhappy	97	85.8	14	12.4	2	1.8	113	100.0
Grades too low to continue	108	95.6	2	1.8	3	2.7	113	100.0
Illness (family)	109	96.4	2	1.8	2	1.8	113	100.0
Courses too difficult	109	96.4	4	3.6	0	0.0	113	100.0
Illness (self)	110	97.3	1	0.9	2	1.8	113	100.0
Asked to leave for non-academic reasons	113	100.0	0	0.0	0	0.0	113	100.0
Decided to complete matriculation	113	100.0	0	0.0	0	0.0	113	100.0



school boards in the form of bursaries, sabbatical leave, and leave of absence. On the basis of combined importance, the rank order of main reasons was: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) "offered a full time job"; (4) "planned to or did get married"; and (5) "lack of interest in courses."

Reasons for Withdrawal Given by U of A (2) Dropouts,  
Grouped by Sex

Table 48 summarizes the responses given by male dropouts. Due to the small numbers included in the categories of major importance and of some importance, rank orders in each have little meaning. In terms of combined importance reasons ranked as follows: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) and (4) "made the wrong program choice" and "lack of interest in courses" (tied); and (5) "offered a full time job."

The distribution for female dropouts is shown in Table 49. Among reasons rated of major importance the top five were: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) "planned to or did get married"; (4) "offered a full time job"; (5) "lack of interest in courses." Similar ranking of reasons considered to be of some importance resulted in the following order: (1) "not enough money to continue"; (2) "had successfully completed desired courses";



TABLE 48

REASONS FOR WITHDRAWAL GIVEN BY MALE U OF A (2) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	6	21.4	9	32.1	13	46.4	28	100.0
Had successfully completed desired courses	15	53.6	9	32.1	4	14.3	28	100.0
Made the wrong program choice	18	64.3	7	25.0	3	10.7	28	100.0
Lack of interest in courses	18	64.3	7	25.0	3	10.7	28	100.0
Worry over personal problems	20	71.4	5	17.9	3	10.7	28	100.0
Offered a full time job	20	71.4	5	17.9	3	10.7	28	100.0
Was lonely and unhappy	23	82.1	4	14.3	1	3.6	28	100.0
Other	23	82.1	4	14.3	1	3.6	28	100.0
Planned to or did get married	24	85.7	1	3.6	3	10.7	28	100.0
Grades too low to continue	25	89.3	1	3.6	2	7.1	28	100.0
Illness (self)	27	96.4	1	3.6	0	0.0	28	100.0
Illness (family)	27	96.4	1	3.6	0	0.0	28	100.0
Courses too difficult	28	100.0	0	0.0	0	0.0	28	100.0
Asked to leave for non-academic reasons	28	100.0	0	0.0	0	0.0	28	100.0
Decided to complete matriculation	28	100.0	0	0.0	0	0.0	28	100.0





TABLE 49

REASONS FOR WITHDRAWAL GIVEN BY FEMALE U OF A (2) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	33	38.8	25	29.4	27	31.8	85	100.0
Had successfully completed desired courses	36	42.4	24	28.2	25	29.4	85	100.0
Offered a full time job	49	57.6	22	25.9	14	16.5	85	100.0
Planned to or did get married	57	67.1	9	10.6	19	22.4	85	100.0
Other	61	71.8	20	23.3	4	4.7	85	100.0
Lack of interest in courses	67	78.8	11	12.9	7	8.2	85	100.0
Worry over personal problems	73	85.9	12	14.1	0	0.0	85	100.0
Was lonely and unhappy	74	87.1	10	11.8	1	1.2	85	100.0
Made the wrong program choice	77	90.6	5	5.9	3	3.5	85	100.0
Courses too difficult	81	95.3	4	4.7	0	0.0	85	100.0
Illness (family)	82	96.5	1	1.2	2	2.4	85	100.0
Illness (self)	83	97.6	0	0.0	2	2.4	85	100.0
Grades too low to continue	83	97.6	1	1.2	1	1.2	85	100.0
Asked to leave for non-academic reasons	85	100.0	0	0.0	0	0.0	85	100.0
Decided to complete matriculation	85	100.0	0	0.0	0	0.0	85	100.0



(3) "offered a full time job"; (4) "other"; (5) "worry over personal problems." In terms of combined importance "not enough money to continue" ranked first. This was followed by "had successfully completed desired courses," "offered a full time job," "planned to or did get married," and "other."

In comparing responses of males and females it was found that there was considerable variation in proportions of each sex reporting high ranking reasons for withdrawal, as is shown graphically in Figure 7.

Responses to two of the fifteen listed reasons, both in the top five, differed significantly between men and women. Table 50 reveals that men tended to consider "worry over personal problems" and "made the wrong program choice" important factors in withdrawal more frequently than did women.

Reasons for Withdrawal Given by U of A (2) Dropouts,  
Grouped by Rural-Urban Home Background

Responses from U of A (2) dropouts from rural home backgrounds are shown in Table 51. Of those reasons rated of major importance in withdrawal, the top five in rank order were: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) "planned to or did get married"; (4) "offered a full time job"; (5) "other." The last two were reported by only nine and four people, respectively. The first and second ranking



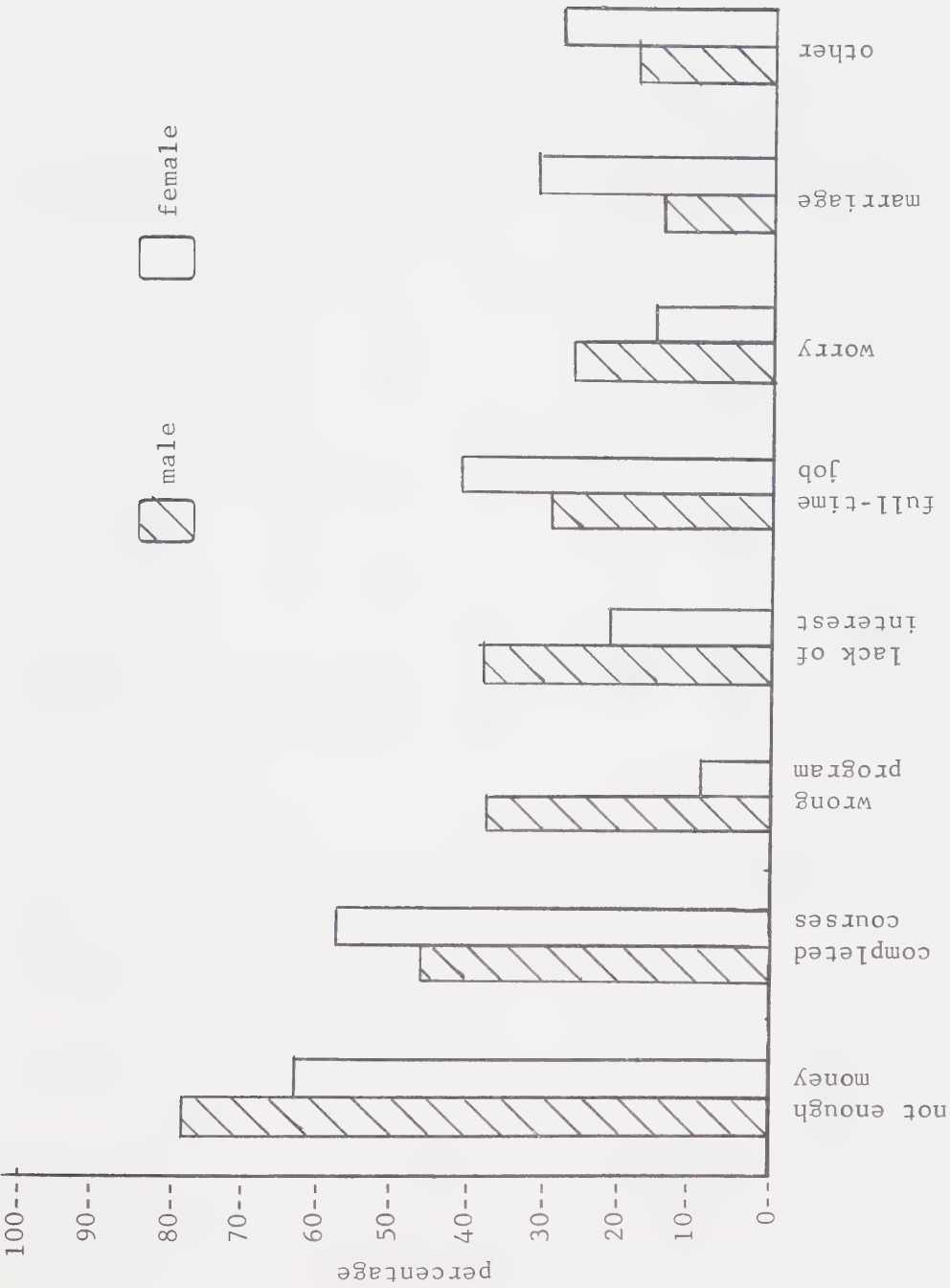


Figure 7. Percentages of U of A (2) dropouts, by sex, who reported high ranking reasons of importance in withdrawal.



TABLE 50

DISTRIBUTIONS OF U OF A (2) DROPOUTS' RESPONSES  
TO HIGH RANKING REASONS, BY SEX

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Worry over personal problems"								
Males	20	71.4	5	17.9	3	10.7	28	100.0
Females	73	85.9	12	14.1	0	0.0	85	100.0
Totals	93	82.3	17	15.0	3	2.7	113	100.0
$\chi^2 = 9.838$ df = 2      p = 0.007								
"Made the wrong program choice"								
Males	18	64.3	7	25.0	3	10.7	28	100.0
Females	77	90.6	5	5.7	3	3.5	85	100.0
Totals	95	84.1	12	10.6	6	5.3	113	100.0
$\chi^2 = 11.030$ df = 2      p = 0.004								





TABLE 51

REASONS FOR WITHDRAWAL GIVEN BY U OF A (2) DROPOUTS FROM  
RURAL HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	26	32.1	24	29.6	31	38.3	81	100.0
Had successfully completed desired courses	32	39.5	23	28.4	26	32.1	81	100.0
Offered a full time job	51	63.0	21	25.9	9	11.1	81	100.0
Planned to or did get married	58	71.6	8	9.9	15	18.5	81	100.0
Lack of interest in courses	65	80.3	13	16.0	3	3.7	81	100.0
Other	65	80.3	12	14.8	4	4.9	81	100.0
Worry over personal problems	65	80.3	12	14.8	4	4.9	81	100.0
Was lonely and unhappy	68	84.0	12	14.8	1	1.2	81	100.0
Made the wrong program choice	71	87.7	9	11.1	1	1.2	81	100.0
Grades too low to continue	76	93.8	2	2.5	3	3.7	81	100.0
Illness (family)	78	96.3	3	2.5	1	1.2	81	100.0
Courses too difficult	78	96.3	3	3.7	0	0.0	81	100.0
Illness (self)	79	97.6	1	1.2	1	1.2	81	100.0
Asked to leave for non-academic reasons	81	100.0	0	0.0	0	0.0	81	100.0
Decided to complete matriculation	81	100.0	0	0.0	0	0.0	81	100.0



reasons rated as being of some importance were the same as those described in the preceding category. Ranking third was "offered a full time job." The reasons ranking fourth and fifth were "lack of interest in courses" and "worry over personal problems" (tied). On the basis of combined importance, reasons ranked as follows: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) "offered a full time job"; (4) "planned to or did get married "; (5) and (6) "lack of interest in courses" and "other" (tied).

Table 52 gives the distribution of responses from dropouts from urban homes. Rated of major importance were: (1) "not enough money to continue"; (2) "offered a full time job"; (3) and (4) "lack of interest in courses" and "planned to or did get married" (tied); (5) "made the wrong program choice." First among reasons rated of some importance was "other." Reasons ranking second and third were "not enough money to continue" and "had successfully completed desired courses" (tied). Fourth and fifth were "offered a full time job" and "lack of interest in courses." On the basis of combined importance the top five reasons were: (1) "not enough money to continue"; (2) "offered a full time job"; (3) and (4) "had successfully completed desired courses" and "other" (tied); (5) "lack of interest in courses."

Figure 8 shows that proportions of rural dropouts



TABLE 52

REASONS FOR WITHDRAWAL GIVEN BY U OF A (2) DROPOUTS FROM  
URBAN HOMES: LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	13	40.6	10	31.3	9	28.1	32	100.0
Offered a full time job	18	56.2	6	18.8	8	25.0	32	100.0
Had successfully completed desired courses	19	59.3	10	31.3	3	9.4	32	100.0
Other	19	59.3	12	37.6	1	3.1	32	100.0
Lack of interest in courses	20	62.5	5	15.6	7	21.9	32	100.0
Planned to or did get married	23	71.8	2	5.3	7	21.9	32	100.0
Made the wrong program choice	24	75.0	3	9.4	5	15.6	32	100.0
Worry over personal problems	27	84.4	4	12.5	1	3.1	32	100.0
Was lonely and unhappy	29	90.6	2	6.3	1	3.1	32	100.0
Illness (family)	31	96.9	0	0.0	1	3.1	32	100.0
Illness (self)	31	96.9	0	0.0	1	3.1	32	100.0
Courses too difficult	31	96.9	1	3.1	0	0.0	32	100.0
Grades too low to continue	32	100.0	0	0.0	0	0.0	32	100.0
Asked to leave for non-academic reasons	32	100.0	0	0.0	0	0.0	32	100.0
Decided to complete matriculation	32	100.0	0	0.0	0	0.0	32	100.0



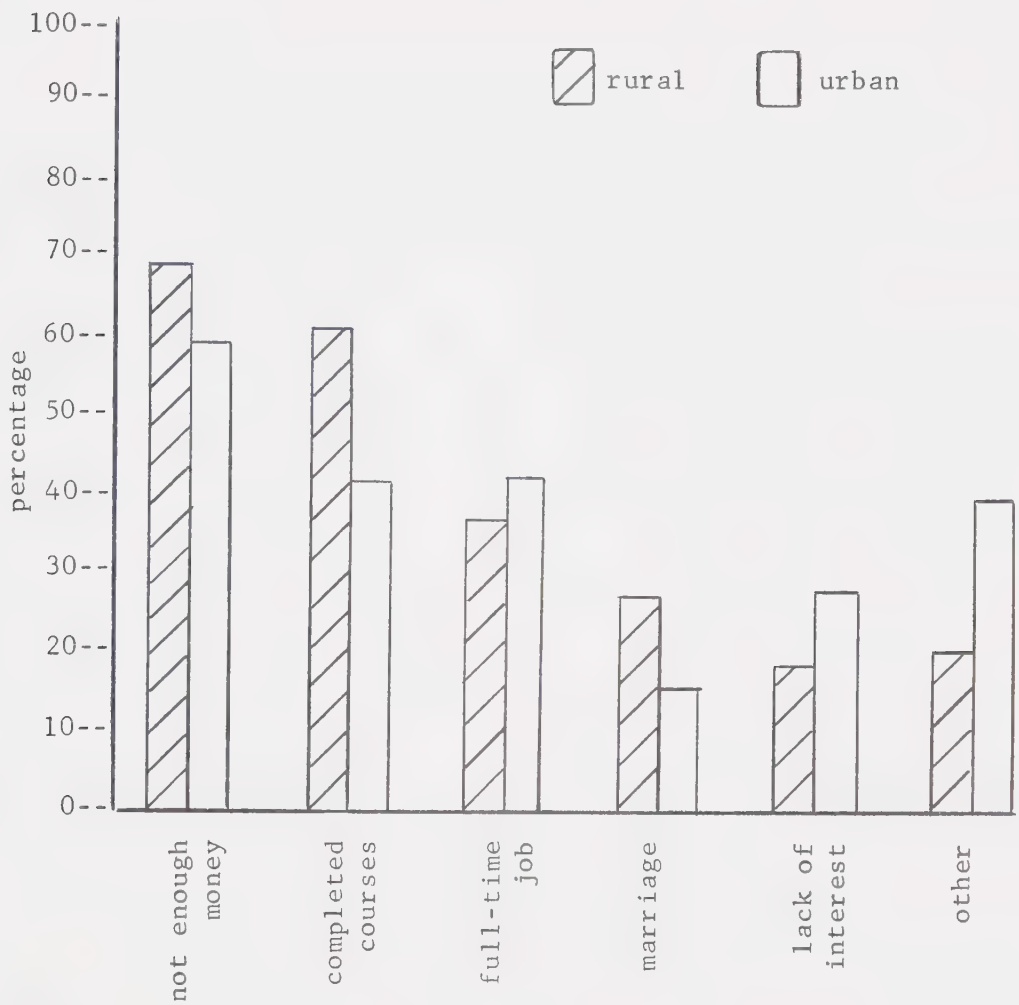


Figure 8. Percentages of U of A (2) dropouts, by rural-urban home background, who reported high ranking reasons of importance in withdrawal.





who gave high ranking reasons differed somewhat from those from urban homes, even in respect to the reason "not enough money to continue," which was ranked first by both groups.

Dropouts from rural and urban home backgrounds differed significantly in their responses to three of the fifteen listed reasons, two of which were in the top five. Table 53 reveals that "had successfully completed desired courses" applied more to students from rural homes than those from urban areas. The reason "other," had importance for proportionately more urban than rural dropouts. Table 54 indicates that, although "made the wrong program choice" was not a reason considered important by the majority of either group, it did tend to apply more to urban dropouts than to those from rural homes.

Reasons for Withdrawal Given by U of A (2) Dropouts, by  
the Extent to which Withdrawal was Voluntary

A description of data in these terms was not included as, according to Table 17, page 74, all but two dropouts were voluntary. The distribution would be almost the same as that for the total group.

Reasons for Withdrawal Given by U of A (2) Dropouts,  
Grouped by Marital Status

A total of 81 dropouts in this group were single and 29 indicated that they were married (Table 3, page 44).







TABLE 54

U OF A (2) DROPOUTS' RESPONSES TO  
 "MADE THE WRONG PROGRAM CHOICE,"  
 BY RURAL-URBAN HOME BACKGROUND

Home Background	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Rural	71	87.7	9	11.1	1	1.2	81	100.0
Urban	24	75.0	3	9.4	5	15.6	32	100.0
Totals	95	84.1	12	10.6	6	5.3	113	100.0

$$\chi^2 = 9.448 \quad df = 2 \quad p = 0.008$$



In analyzing the reasons by marital status, the responses of those who stated that they were separated, divorced, or widowed (three people) were included in the married group.

Table 55 summarizes the responses from single dropouts and reveals that five reasons most frequently considered to be of major importance were: (1) "not enough money to continue"; (2) "planned to or did get married"; (3) "had successfully completed desired courses"; (4) "lack of interest in courses"; (5) "offered a full time job." Similar analysis of reasons judged to be of some importance in influencing withdrawal were: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) "offered a full time job"; (4) "other"; (5) "lack of interest in courses." In terms of combined importance the top five reasons were: (1) "not enough money to continue"; (2) "had successfully completed desired courses"; (3) and (4) "offered a full time job" and "planned to or did get married" (tied); (5) "lack of interest in courses."

Information from married dropouts, shown in Table 56 indicates that those reasons having major importance were: (1) "not enough money to continue"; (2) "offered a full time job"; (3) "had successfully completed desired courses"; (4) and (5) "planned to or did get married" and "other" (tied). The last two were each rated important by only two people. The rank order of reasons





TABLE 55

REASONS FOR WITHDRAWAL GIVEN BY SINGLE U OF A (2) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	30	32.0	28	34.6	23	28.4	81	100.0
Had successfully completed desired courses	40	49.4	23	28.4	18	22.2	81	100.0
Planned to or did get married	54	66.7	7	8.6	20	24.7	81	100.0
Offered a full time job	54	66.7	22	27.2	5	6.2	81	100.0
Lack of interest in courses	55	67.9	16	19.8	10	12.3	81	100.0
Other	58	71.6	20	24.7	3	3.7	81	100.0
Made the wrong program choice	64	79.0	12	14.8	5	6.2	81	100.0
Worry over personal problems	64	79.0	14	17.3	3	3.7	81	100.0
Was lonely and unhappy	65	80.2	14	17.3	2	2.5	81	100.0
Grades too low to continue	76	93.8	2	2.5	3	3.7	81	100.0
Courses too difficult	77	95.1	4	4.9	0	0.0	81	100.0
Illness (self)	79	97.5	1	1.2	1	1.2	81	100.0
Illness (family)	79	97.5	1	1.2	1	1.2	81	100.0
Asked to leave for non-academic reasons	81	100.0	0	0.0	0	0.0	81	100.0
Decided to complete matriculation	81	100.0	0	0.0	0	0.0	81	100.0



TABLE 56

REASONS FOR WITHDRAWAL GIVEN BY MARRIED U OF A (2) DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Not enough money to continue	9	28.0	6	18.9	17	53.1	32	100.0
Had successfully completed desired courses	11	34.4	10	31.2	11	34.4	32	100.0
Offered a full time job	15	46.9	5	15.6	12	37.5	32	100.0
Other	26	81.3	4	12.5	2	6.2	32	100.0
Planned to or did get married	27	84.4	3	9.4	2	6.2	32	100.0
Worry over personal problems	29	90.6	3	9.4	0	0.0	32	100.0
Illness (family)	30	93.8	1	3.1	1	3.1	32	100.0
Lack of interest in courses	30	93.8	2	6.2	0	0.0	32	100.0
Made the wrong program choice	31	96.9	0	0.0	1	3.1	32	100.0
Illness (self)	31	96.9	0	0.0	1	3.1	32	100.0
Grades too low to continue	32	100.0	0	0.0	0	3.1	32	100.0
Was lonely and unhappy	32	100.0	0	0.0	0	3.1	32	100.0
Courses too difficult	32	100.0	0	0.0	0	3.1	32	100.0
Asked to leave for non-academic reasons	32	100.0	0	0.0	0	3.1	32	100.0
Decided to complete matriculation	32	100.0	0	0.0	0	3.1	32	100.0



reported to be of some importance was: (1) "had successfully completed desired courses"; (2) "not enough money to continue"; (3) "offered a full time job"; (4) "other"; (5) and (6) "planned to or did get married" and "worry over personal problems" (tied). Relatively few people (three in each case) rated the last two reasons of some importance. On the basis of combined importance the reason most frequently reported as a factor in withdrawal was "not enough money to continue." This was followed by "had successfully completed desired courses," "offered a full time job," "other," and "planned to or did get married."

Figure 9 illustrates that, although the first three reasons given by each group were the same, proportions of responses varied considerably between single and married dropouts.

Differences in responses given by single and married students were statistically significant in only two instances. Table 57 indicates that the reason "offered a full time job" was considered an important factor by proportionately more married than single dropouts and it tended to be of major importance. Table 58 reveals that "made the wrong program choice," not a high ranking reason, did not apply to any married dropouts, while 21.0 per cent of the single respondents considered it a factor in withdrawal.



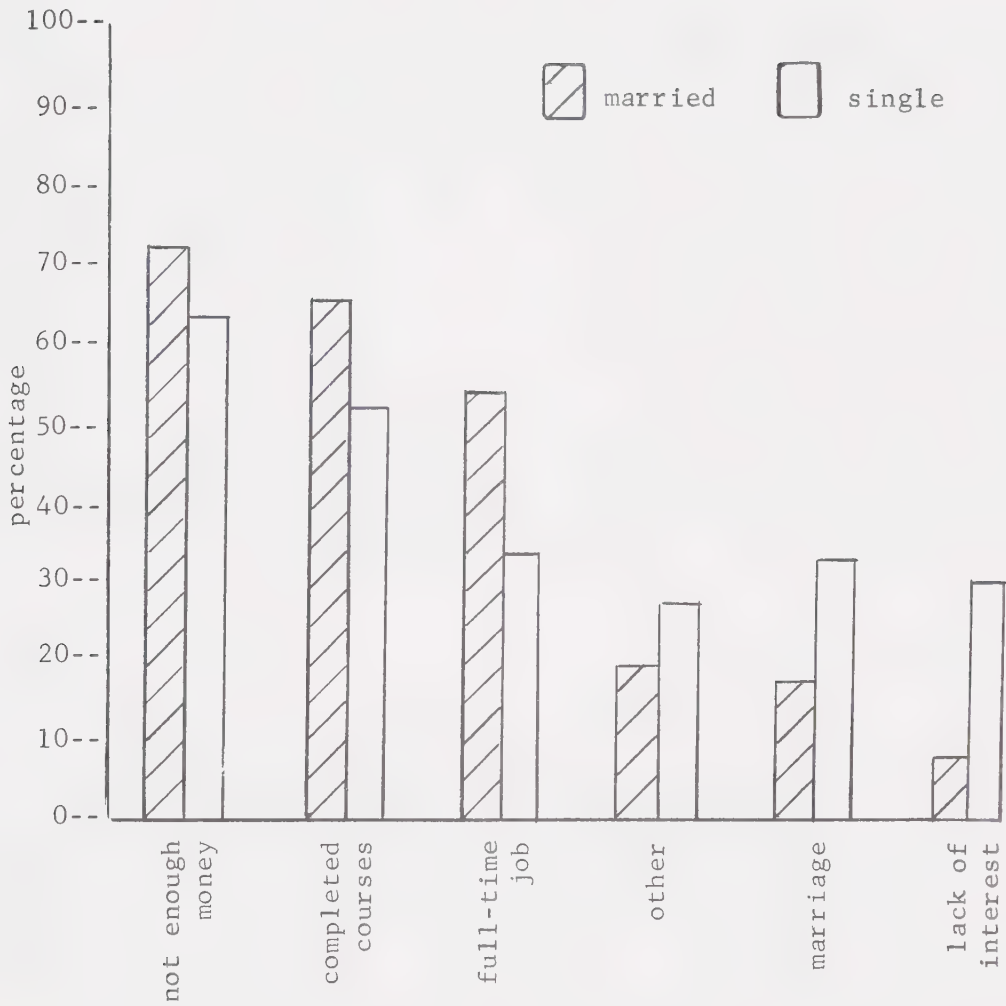


Figure 9. Percentages of U of A (2) dropouts, by marital status, who reported high ranking reasons of importance in withdrawal.





TABLE 57

U OF A (2) DROPOUTS' RESPONSES TO "OFFERED A FULL  
TIME JOB," BY MARITAL STATUS

Marital Status	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Single	54	66.7	22	27.2	5	6.7	81	100.0
Married	14	48.3	5	17.2	10	34.5	29	100.0
Divorced	1	100.0	0	0.0	0	0.0	1	100.0
Widowed	0	0.0	0	0.0	2	100.0	2	100.0
Totals	69	61.1	27	23.9	17	15.0	113	100.0

$$\chi^2 = 25.545 \quad df = 6 \quad p = 0.000$$

TABLE 58

U OF A (2) DROPOUTS' RESPONSES TO "MADE THE WRONG  
PROGRAM CHOICE," BY MARITAL STATUS

Marital Status	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Single	64	79.0	12	14.8	5	6.2	81	100.0
Married	29	100.0	0	0.0	0	0.0	29	100.0
Divorced	1	100.0	0	0.0	0	0.0	1	100.0
Widowed	1	50.0	0	0.0	1	50.0	2	100.0
Totals	95	84.1	12	10.6	6	5.3	113	100.0

$$\chi^2 = 15.398 \quad df = 6 \quad p = 0.017$$



## REASONS FOR WITHDRAWAL GIVEN BY NAIT DROPOUTS

Data in Table 59 indicate that the rank order of the first five reasons reported as being of major importance was: (1) "made the wrong program choice"; (2) "lack of interest in courses"; (3) "worry over personal problems"; (4) "grades too low to continue"; (5) "not enough money to continue." Similar ranking of reasons deemed to be of some importance resulted in the following order: (1) "lack of interest in courses"; (2) "worry over personal problems"; (3) "made the wrong program choice"; (4) "courses too difficult"; (5) and (6) "grades too low to continue" and "not enough money to continue" (tied). When the degrees of importance were combined, the rank order of reasons was the same as for those reported as being of major importance.

Reasons for Withdrawal Given by NAIT Dropouts,Grouped by Sex

Responses of males are presented in Table 60. Of major importance to the greatest proportion of men were the following reasons: (1) "made the wrong program choice"; (2) "lack of interest in courses"; (3) and (4) "worry over personal problems" and "grades too low to continue" (tied); (5) "not enough money to continue." The top five reasons rated of some importance were:



TABLE 59

REASONS FOR WITHDRAWAL GIVEN BY NAIT DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Made the wrong program choice	31	34.4	26	28.9	33	36.7	90	100.0
Lack of interest in courses	33	36.2	32	35.2	26	28.6	91	100.0
Worry over personal problems	47	51.6	29	31.9	15	16.5	91	100.0
Grades too low to continue	53	58.2	23	25.3	15	16.5	91	100.0
Not enough money to continue	57	62.6	23	25.3	11	12.1	91	100.0
Courses too difficult	61	67.0	24	26.4	6	6.6	91	100.0
Was lonely and unhappy	72	79.1	12	13.2	7	7.7	91	100.0
Planned to or did get married	78	87.7	7	7.7	6	6.6	91	100.0
Other	81	89.0	8	8.8	2	2.2	91	100.0
Offered a full time job	82	90.1	3	3.3	6	6.6	91	100.0
Illness (self)	83	91.2	3	3.3	5	5.5	91	100.0
Illness (family)	83	91.2	6	6.6	2	2.2	91	100.0
Asked to leave for non-academic reasons	83	92.2	1	1.1	6	6.7	91	100.0
Had successfully completed desired courses	85	93.4	4	4.4	2	2.2	91	100.0
Decided to complete matriculation	89	97.8	1	1.1	1	1.1	91	100.0



TABLE 60

REASONS FOR WITHDRAWAL GIVEN BY MALE NAIT DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	29	37.6	24	31.2	24	31.2	77	100.0
Made the wrong program choice	29	38.2	20	26.3	27	35.5	76	100.0
Worry over personal problems	39	50.6	24	31.2	14	18.2	77	100.0
Grades too low to continue	45	58.4	18	23.4	14	18.2	77	100.0
Not enough money to continue	48	62.3	20	26.0	9	11.7	77	100.0
Courses too difficult	54	70.1	18	23.4	5	6.5	77	100.0
Was lonely and unhappy	61	79.2	12	15.6	4	5.2	77	100.0
Other	68	88.3	7	9.1	2	2.6	77	100.0
Offered a full time job	69	89.6	2	2.6	6	7.8	77	100.0
Planned to or did get married	69	89.6	4	5.2	4	5.2	77	100.0
Illness (family)	69	89.6	6	7.8	2	2.6	77	100.0
Asked to leave for non-academic reasons	69	90.8	1	1.3	6	7.9	76	100.0
Illness (self)	70	90.9	2	2.6	5	6.5	77	100.0
Had successfully completed desired courses	71	92.2	4	5.2	2	2.6	77	100.0
Decided to complete matriculation	75	97.4	1	1.3	1	1.3	77	100.0





(1) and (2) "worry over personal problems" and "lack of interest in courses" (tied); (3) "made the wrong program choice"; (4) "not enough money to continue"; (5) "courses too difficult." According to combined importance reasons rated by males were as follows: (1) "lack of interest in courses"; (2) "made the wrong program choice"; (3) "worry over personal problems"; (4) "grades too low to continue"; and (5) "not enough money to continue."

Table 61 gives the importance of reasons for withdrawal as rated by women. Rank order of reasons according to those thought to be of major importance and of some importance is of little consequence because of the small number of respondents. In terms of combined importance the top five reasons were: (1) "made the wrong program choice"; (2) "lack of interest in courses"; (3) courses too difficult"; (4) and (5) "grades too low to continue" and "worry over personal problems" (tied). It should be noted that only 14 of the 91 NAIT dropouts were women and caution must be used in drawing any conclusions from so few respondents.

Males and females tended to respond to high ranking reasons in the same proportions except for "made the wrong program choice" and "courses too difficult," as is illustrated in Figure 10.

The differences between proportions of responses of males and females were statistically significant for only



TABLE 61

REASONS FOR WITHDRAWAL GIVEN BY FEMALE NAIT DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Made the wrong program choice	2	14.2	6	42.9	6	42.9	14	100.0
Lack of interest in courses	4	28.6	8	57.2	2	14.2	14	100.0
Courses too difficult	7	50.0	6	42.9	1	7.1	14	100.0
Worry over personal problems	8	57.2	5	35.7	1	7.1	14	100.0
Grades too low to continue	8	57.2	5	35.7	1	7.1	14	100.0
Planned to or did get married	9	64.4	3	21.4	2	14.2	14	100.0
Not enough money to continue	9	64.4	3	21.4	2	14.2	14	100.0
Was lonely and unhappy	11	78.6	0	0.0	3	21.4	14	100.0
Illness (self)	13	92.9	1	7.1	0	0.0	14	100.0
Offered a full time job	13	92.9	1	7.1	0	0.0	14	100.0
Other	13	92.9	1	7.1	0	0.0	14	100.0
Illness (family)	14	100.0	0	0.0	0	0.0	14	100.0
Had successfully completed desired courses	14	100.0	0	0.0	0	0.0	14	100.0
Asked to leave for non-academic reasons	14	100.0	0	0.0	0	0.0	14	100.0
Decided to complete matriculation	14	100.0	0	0.0	0	0.0	14	100.0



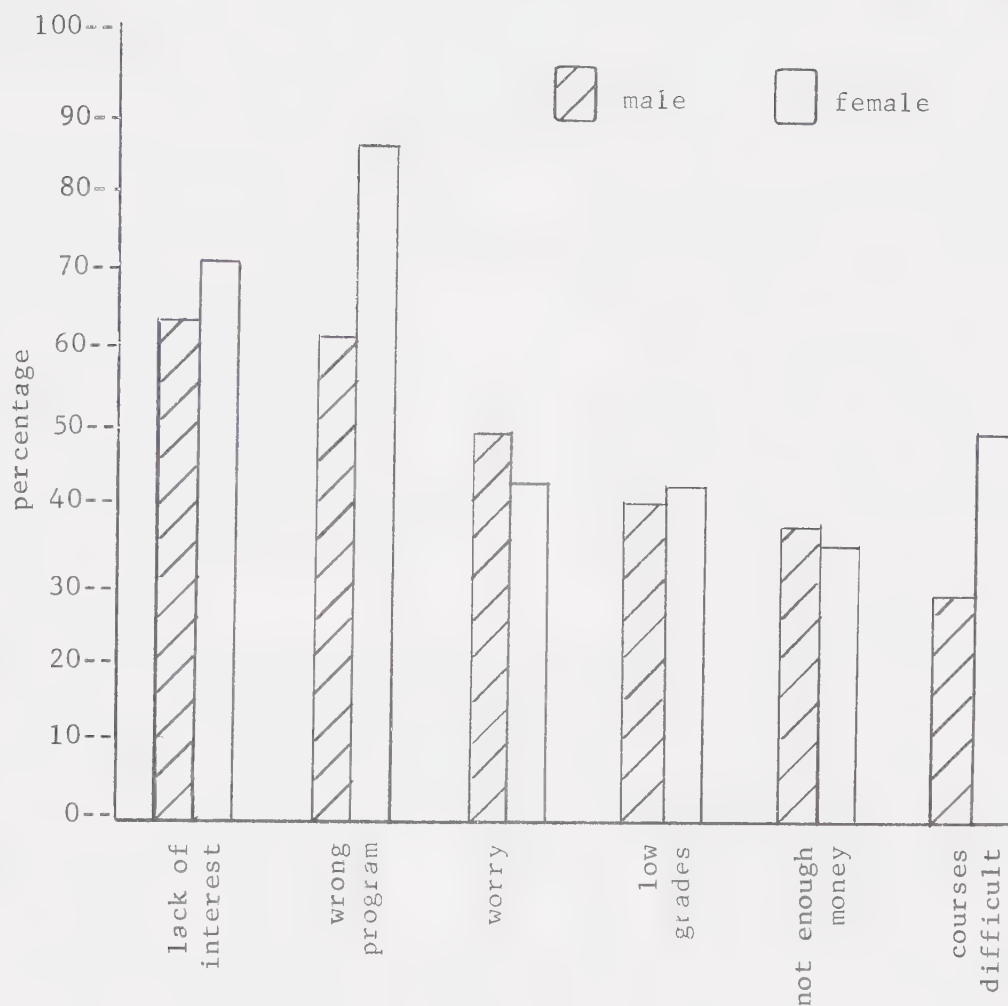


Figure 10. Percentages of NAIT dropouts, by sex, who reported high ranking reasons of importance in withdrawal.



two of the fifteen listed reasons, neither of which was among the top five. Results tabulated in Table 62 indicate that about the same proportion of both sexes reported that "was lonely and unhappy" was important in some sense, but the difference was in degree. When this reason was a factor in female withdrawal, it was of major importance, whereas, in the case of males it tended to be of some importance. "Planned to or did get married" was important to a greater percentage of females than males, as is shown in Table 63. Of the females, 35.7 per cent indicated that it was a factor which influenced withdrawal, while only 10.4 per cent of the males reported it so.

Reasons for Withdrawal Given by NAIT Dropouts, Grouped  
by Rural-Urban Home Background

Responses from dropouts with a rural home background are tabulated in Table 64. The rank order of the top five reasons reported to be of major importance was: (1) "lack of interest in courses"; (2) "made the wrong program choice"; (3) "grades too low to continue"; (4) "worry over personal problems"; (5) "not enough money to continue." Similar analysis of reasons considered to be of some importance resulted in the following rank order: (1) "worry over personal problems"; (2) "grades too low to continue"; (3) "made the wrong program choice"; (4) "not enough money to continue"; (5) "lack of interest in courses." On the basis of combined importance the same





TABLE 62

NAIT DROPOUTS' RESPONSES TO "WAS  
LONELY AND UNHAPPY," BY SEX

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Males	61	79.2	12	15.6	4	5.2	77	100.0
Females	11	78.6	0	0.0	3	21.4	14	100.0
Totals	72	79.1	12	13.2	7	7.7	91	100.0

$$\chi^2 = 6.241 \quad df = 2 \quad p = 0.044$$

TABLE 63

NAIT DROPOUTS' RESPONSES TO "PLANNED TO OR  
DID GET MARRIED," BY SEX

Sex	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Males	69	89.6	4	5.2	4	5.2	77	100.0
Females	9	69.3	3	21.4	2	14.3	14	100.0
Totals	78	85.7	7	7.7	6	6.6	91	100.0

$$\chi^2 = 6.430 \quad df = 2 \quad p = 0.040$$



TABLE 64

REASONS FOR WITHDRAWAL GIVEN BY NAIT DROPOUTS FROM RURAL HOMES:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Made the wrong program choice	16	42.1	10	26.3	12	31.6	38	100.0
Lack of interest in courses	17	43.6	8	20.5	14	35.9	39	100.0
Worry over personal problems	19	48.7	14	35.9	6	15.4	39	100.0
Grades too low to continue	21	53.9	11	28.2	7	17.9	39	100.0
Not enough money to continue	24	61.6	10	25.6	5	12.8	39	100.0
Courses too difficult	31	79.5	6	15.4	2	5.1	39	100.0
Planned to or did get married	32	82.2	4	10.2	3	7.6	39	100.0
Offered a full time job	34	87.2	1	2.6	4	10.2	39	100.0
Other	34	87.2	3	7.6	2	5.1	39	100.0
Asked to leave for non-academic reasons	35	89.8	1	2.6	3	7.6	39	100.0
Illness (self)	35	89.8	2	5.1	2	5.1	39	100.0
Illness (family)	35	89.8	2	5.1	2	5.1	39	100.0
Was lonely and unhappy	35	89.8	3	7.6	1	2.6	39	100.0
Had successfully completed desired courses	36	92.3	1	2.6	2	5.1	39	100.0
Decided to complete matriculation	38	97.4	0	0.0	1	2.6	39	100.0



reasons appear among the top five, however, the rank order differs: (1) "made the wrong program choice"; (2) "lack of interest in courses"; (3) "worry over personal problems"; (4) "grades too low to continue"; (5) "not enough money to continue."

Table 65 summarizes results from urban dropouts. Reasons of major importance ranked in the same order as those of combined importance for rural dropouts, however the reason "was lonely and unhappy" also ranked fifth. Rated as being of some importance were: (1) "lack of interest in courses"; (2) "courses too difficult"; (3) "made the wrong program choice"; (4) "worry over personal problems"; (5) "not enough money to continue." When considered in light of combined importance "made the wrong program choice" ranked first. This was followed by "lack of interest in courses," "worry over personal problems," "courses too difficult," and "not enough money to continue." The latter reason was tied with "grades too low to continue."

Figure 11 shows that proportions of responses from dropouts from rural and urban homes did not differ to any great extent, except for the reason "courses too difficult" which was important mainly to urban dropouts.

Although the rank order of reasons varied between these two groups, the responses did not differ significantly at the .05 level.



TABLE 65

REASONS FOR WITHDRAWAL GIVEN BY NAIT DROPOUTS FROM URBAN HOMES:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Made the wrong program choice	15	29.4	15	29.4	21	41.2	51	100.0
Lack of interest in courses	16	31.4	23	45.1	12	23.5	51	100.0
Worry over personal problems	28	54.9	14	27.5	9	17.6	51	100.0
Courses too difficult	29	56.8	18	35.3	4	7.9	51	100.0
Grades too low to continue	32	62.8	12	23.5	7	13.7	51	100.0
Not enough money to continue	32	62.8	13	25.4	6	11.8	51	100.0
Was lonely and unhappy	36	70.6	9	17.6	6	11.8	51	100.0
Planned to or did get married	46	90.2	2	3.9	3	5.9	51	100.0
Other	46	90.2	5	9.8	0	0.0	51	100.0
Offered a full time job	47	92.1	2	3.9	2	3.9	51	100.0
Illness (self)	47	92.1	1	2.0	3	5.9	51	100.0
Illness (family)	47	92.1	4	7.9	0	0.0	51	100.0
Asked to leave for non-academic reasons	47	92.1	0	0.0	3	6.0	51	100.0
Had successfully completed desired courses	48	94.1	3	5.9	0	0.0	51	100.0
Decided to complete matriculation	50	98.0	1	2.0	0	0.0	51	100.0





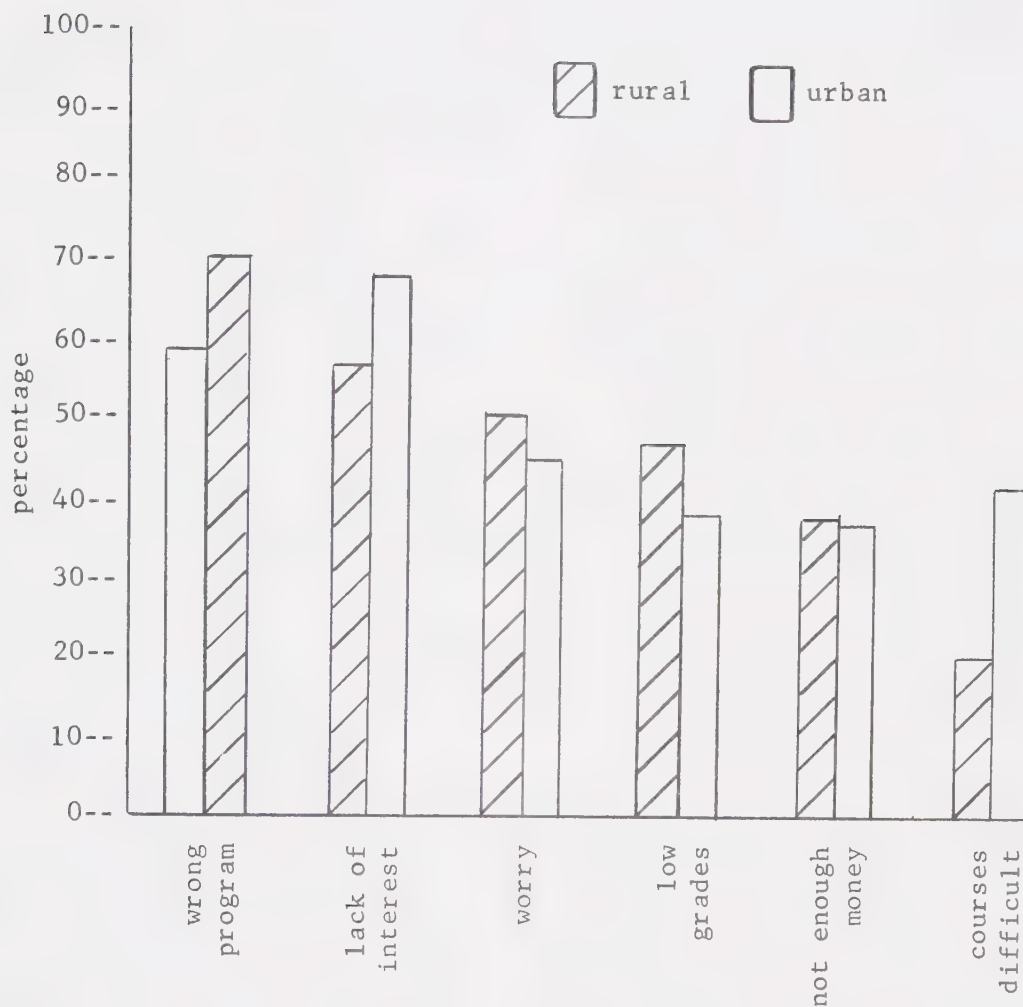


Figure 11. Percentages of NAIT dropouts, by rural-urban home background, who reported high ranking reasons of importance in withdrawal.



Reasons for Withdrawal Given by NAIT Dropouts, Grouped  
by the Extent to which Withdrawal was Voluntary

Because relatively few respondents were compulsory and suggested withdrawals, the only meaningful ranking of reasons is that based on combined importance. Table 66 reveals that within the group of 16 students who were asked to leave NAIT, the reason "grades too low to continue" was considered a determining factor by 14 of them (87.5 per cent). Twelve (75.0 per cent) reported that "lack of interest in courses" was important, and nine (56.3 per cent) indicated that "made the wrong program choice" influenced withdrawal. Importance was attached to each of "worry over personal problems" and "not enough money to continue" by seven (43.8 per cent) of the compulsory withdrawals.

Table 67 summarizes data from students to whom withdrawal was suggested. Only twelve people fell into this category. The reason considered by the greatest proportion (83.3 per cent) to be important in discontinuance was "lack of interest in courses." This was followed, in order of proportion, by: "grades too low to continue"; "made the wrong program choice"; "was lonely and unhappy"; and "worry over personal problems." Each of the last two reasons was considered important by 50.0 per cent of these dropouts.

Voluntary withdrawals comprised 69.2 per cent of



TABLE 66

REASONS FOR WITHDRAWAL GIVEN BY COMPULSORY NAIT DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grades too low to continue	2	12.5	4	25.0	10	62.5	16	100.0
Lack of interest in courses	4	25.0	7	43.7	5	31.3	16	100.0
Made the wrong program choice	7	43.7	5	31.3	4	25.0	16	100.0
Not enough money to continue	9	56.2	6	37.6	1	6.2	16	100.0
Worry over personal problems	9	56.2	5	31.3	2	12.5	16	100.0
Courses too difficult	11	68.8	4	25.0	1	6.2	16	100.0
Asked to leave for non-academic reasons	13	81.2	0	0.0	3	18.6	16	100.0
Planned to or did get married	14	87.5	2	12.5	0	0.0	16	100.0
Illness (family)	14	87.5	2	12.5	0	0.0	16	100.0
Other	14	87.5	2	12.5	0	0.0	16	100.0
Offered a full time job	15	93.8	1	6.2	0	0.0	16	100.0
Illness (self)	15	93.8	1	6.2	0	0.0	16	100.0
Was lonely and unhappy	15	93.8	1	6.2	0	0.0	16	100.0
Had successfully completed desired courses	15	93.8	1	6.2	0	0.0	16	100.0
Decided to complete matriculation	16	100.0	0	0.0	0	0.0	16	100.0



TABLE 67

REASONS FOR WITHDRAWAL GIVEN BY SUGGESTED NAIT DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Lack of interest in courses	2	16.7	6	50.0	4	43.3	12	100.0
Grades too low to continue	3	25.0	6	50.0	3	25.0	12	100.0
Made the wrong program choice	3	27.3	3	27.3	5	45.4	12	100.0
Was lonely and unhappy	6	50.0	4	33.3	2	16.7	12	100.0
Worry over personal problems	6	50.0	5	41.7	1	8.3	12	100.0
Courses too difficult	8	66.7	4	33.3	0	0.0	12	100.0
Asked to leave for non-academic reasons	9	75.0	1	8.3	2	16.7	12	100.0
Not enough money to continue	10	83.3	0	0.0	2	16.7	12	100.0
Had successfully completed desired courses	10	83.3	1	8.3	1	8.3	12	100.0
Planned to or did get married	11	91.7	1	8.3	0	0.0	12	100.0
Decided to complete matriculation	11	91.7	1	8.3	0	0.0	12	100.0
Illness (family)	11	91.7	1	8.3	0	0.0	12	100.0
Illness (self)	12	100.0	0	0.0	0	0.0	12	100.0
Offered a full time job	12	100.0	0	0.0	0	0.0	12	100.0
Other	12	100.0	0	0.0	0	0.0	12	100.0





all NAIT dropouts (Table 17, page 74). Table 68 reveals that of those reasons rated "of major importance," that of "made the wrong program choice" ranked first. This was followed by "lack of interest in courses," "worry over personal problems," "not enough money to continue," "planned to or did get married" and "offered a full time job" (tied). Similar description of reasons rated "of some importance" shows that the order of reasons was: (1) and (2) "worry over personal problems" and "lack of interest in courses" (tied); (3) "made the wrong program choice"; (4) "not enough money to continue"; and (5) "courses too difficult." According to combined importance, "made the wrong program choice" influenced withdrawals more than any other factor. Other reasons deemed to be important were "lack of interest in courses," "worry over personal problems," "not enough money to continue," and "courses too difficult."

Examination of Figure 12 reveals considerable variety in proportions of each of the three groups giving reasons of importance in withdrawal, particularly for "grades too low to continue," and "was lonely and unhappy."

Significant differences among responses of the three groups of NAIT dropouts occurred in two instances. Table 69 discloses that the extent to which low grades influenced withdrawal was considerably less among voluntary dropouts than it was among the others.



TABLE 68

REASONS FOR WITHDRAWAL GIVEN BY VOLUNTARY NAIT DROPOUTS:  
LISTED IN ORDER OF COMBINED IMPORTANCE

Reason	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Made the wrong program choice	21	33.3	18	28.6	24	38.1	63	100.0
Lack of interest in courses	27	42.8	19	30.2	17	27.0	63	100.0
Worry over personal problems	32	50.8	19	30.2	12	19.0	63	100.0
Not enough money to continue	38	60.3	17	27.0	8	12.7	63	100.0
Courses too difficult	42	66.7	16	25.4	5	7.9	63	100.0
Grades too low to continue	48	76.2	13	20.6	2	3.2	63	100.0
Was lonely and unhappy	51	81.0	7	11.1	5	7.9	63	100.0
Planned to or did get married	53	84.2	4	6.3	6	9.5	63	100.0
Offered a full time job	55	87.3	2	3.2	6	9.5	63	100.0
Other	55	87.3	6	9.5	2	3.2	63	100.0
Illness (self)	56	88.9	2	3.2	5	7.9	63	100.0
Illness (family)	58	92.0	3	4.8	2	3.2	63	100.0
Had successfully completed desired courses	60	95.0	2	3.2	1	1.6	63	100.0
Asked to leave for non-academic reasons	61	98.4	0	0.0	1	1.6	63	100.0
Decided to complete matriculation	62	98.4	0	0.0	1	1.6	63	100.0



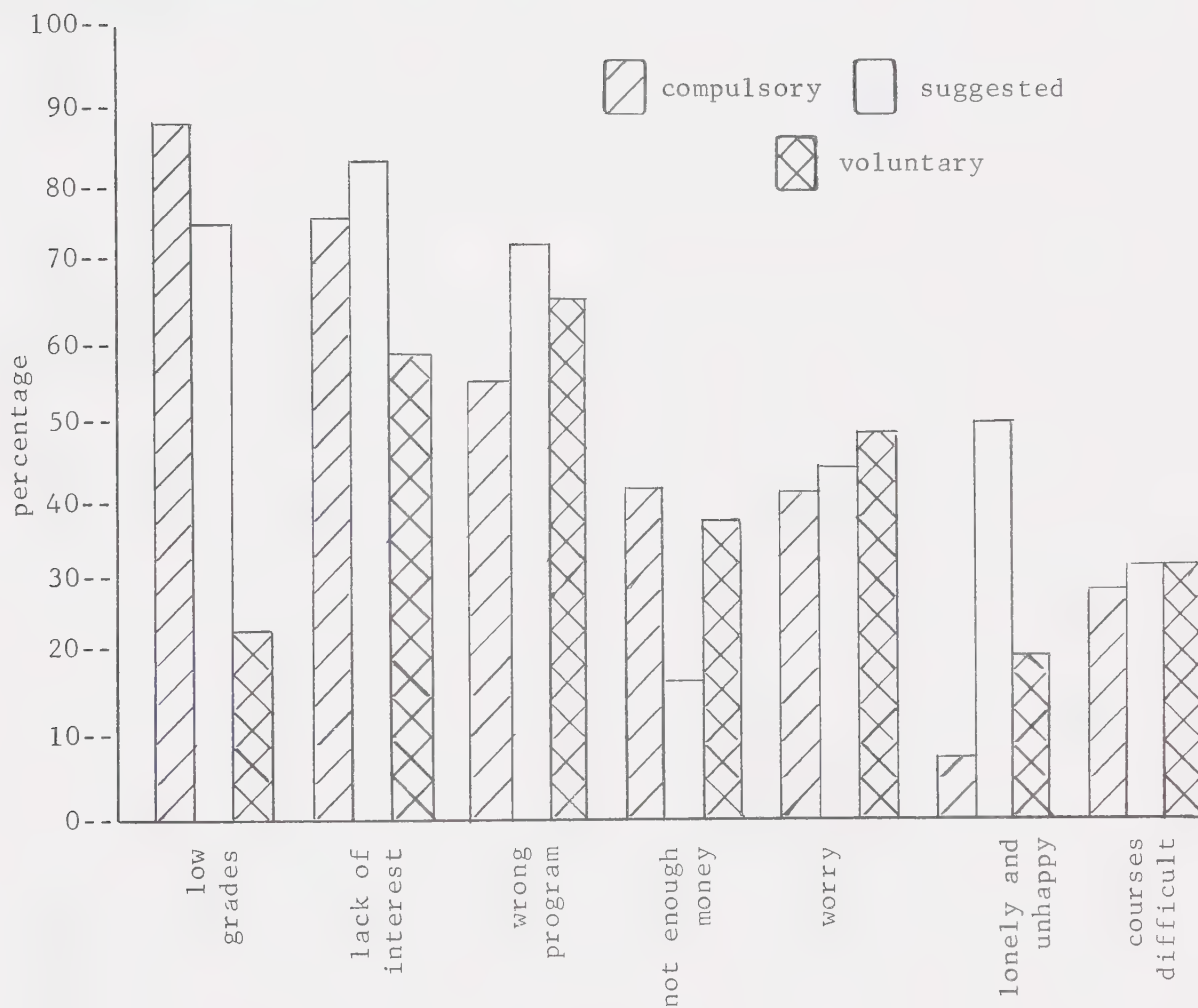


Figure 12. Percentages of NAIT dropouts, by the extent to which withdrawal was voluntary, who reported high ranking reasons of importance in withdrawal.



Table 70 shows that the reason "asked to leave for non-academic reasons" was, as would be expected, of major importance mainly to compulsory and suggested withdrawals.

REASONS FOR WITHDRAWAL WHICH DIFFERED  
IN IMPORTANCE AMONG U OF A (1),  
U OF A (2), AND NAIT

Reasons Among the Top Five Reported by Groups

An examination of the high ranking reasons reported by each group revealed that a total of eight different reasons were involved. They were, irrespective of rank order: "lack of interest in courses"; "grades too low to continue"; "worry over personal problems"; "made the wrong program choice"; "had successfully completed desired courses"; "planned to or did get married."

The differences among proportions of the three groups reporting these reasons were statistically significant in all cases. Results in Table 71 reveal that the reasons which tended to be important for a greater percentage of U of A (1) and NAIT dropouts than those in U of A (2) were as follows: "lack of interest in courses"; "grades too low to continue"; "worry over personal problems"; "made the wrong program choice." Table 72 indicates that reasons important to proportionately more U of A (2) withdrawals were: "not enough money to continue"; "had successfully completed





TABLE 69

NAIT DROPOUTS' RESPONSES TO "GRADES TOO LOW  
TO CONTINUE," BY THE EXTENT TO WHICH  
WITHDRAWAL WAS VOLUNTARY

Type of Withdrawal	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Compulsory	2	12.5	4	25.0	10	62.5	16	100.0
Suggested	3	25.0	6	50.0	3	25.0	12	100.0
Voluntary	48	76.2	13	20.6	2	3.2	63	100.0
Totals	53	58.2	23	25.3	15	16.5	91	100.0

$$\chi^2 = 42.801 \quad df = 4 \quad p = 0.000$$

TABLE 70

NAIT DROPOUTS' RESPONSES TO "WAS ASKED TO WITHDRAW  
FOR NON-ACADEMIC REASONS," BY THE EXTENT  
TO WHICH WITHDRAWAL WAS VOLUNTARY

Type of Withdrawal	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Compulsory	13	81.2	0	0.0	3	18.5	16	100.0
Suggested	9	75.0	1	8.3	2	16.7	12	100.0
Voluntary	61	98.4	0	0.0	1	1.6	62	100.0
Totals	83	92.2	1	1.1	6	6.7	90	100.0

$$\chi^2 = 15.030 \quad df = 4 \quad p = 0.004$$



TABLE 71

RESPONSES OF DROPOUTS TO HIGH RANKING REASONS, BY  
GROUP: IMPORTANT TO PROPORTIONATELY MORE  
U OF A (1) AND NAIT, THAN U OF A (2)

Group	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Lack of interest in courses"								
U of A (1)	49	30.1	63	38.6	51	31.3	163	100.0
U of A (2)	85	75.3	18	15.9	10	8.8	113	100.0
NAIT	33	36.2	32	35.2	26	28.6	91	100.0
Totals	167	45.5	113	30.8	87	23.7	367	100.0

$$\chi^2 = 59.504 \quad df = 4 \quad p = 0.000$$

"Grades too low to continue"

U of A (1)	69	42.3	38	23.3	56	34.4	163	100.0
U of A (2)	108	95.5	2	1.8	3	2.7	113	100.0
NAIT	53	58.2	23	25.3	15	16.5	91	100.0
Totals	230	62.6	63	17.2	74	20.2	367	100.0

$$\chi^2 = 87.317 \quad df = 4 \quad p = 0.000$$

"Worry over personal problems"

U of A (1)	72	44.1	63	38.7	28	17.2	163	100.0
U of A (2)	93	82.3	17	15.0	3	2.7	113	100.0
NAIT	47	51.6	29	31.9	15	16.5	91	100.0
Totals	212	57.8	109	29.7	46	12.5	367	100.0

$$\chi^2 = 43.028 \quad df = 4 \quad p = 0.000$$

"Made the wrong program choice"

U of A (1)	76	46.6	50	30.7	37	22.7	163	100.0
U of A (2)	95	84.1	12	10.6	6	5.3	113	100.0
NAIT	31	34.4	26	28.9	33	36.7	90	100.0
Totals	202	55.2	88	24.0	76	20.8	366	100.0

$$\chi^2 = 62.843 \quad df = 4 \quad p = 0.000$$



TABLE 72

RESPONSES OF DROPOUTS TO HIGH RANKING REASONS, BY  
 GROUP: IMPORTANT TO PROPORTIONATELY MORE  
 U OF A (2), THAN U OF A (1) AND NAIT

Group	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%

"Not enough money to continue"

U of A (1)	100	61.3	34	20.9	29	17.8	163	100.0
U of A (2)	39	34.5	34	20.1	40	35.4	113	100.0
NAIT	57	62.6	23	25.3	11	12.1	91	100.0
Totals	196	53.4	91	24.8	80	21.8	367	100.0

$$\chi^2 = 27.959 \quad df = 4 \quad p = 0.000$$

"Had successfully completed desired courses"

U of A (1)	155	95.1	6	3.7	2	1.2	163	100.0
U of A (2)	51	45.1	33	29.2	27	25.7	113	100.0
NAIT	85	93.4	4	4.4	2	2.2	91	100.0
Totals	291	79.3	43	11.7	33	9.0	367	100.0

$$\chi^2 = 117.216 \quad df = 4 \quad p = 0.000$$

"Offered full time job"

U of A (1)	146	89.5	12	7.4	5	3.1	163	100.0
U of A (2)	69	61.1	27	23.9	17	15.0	113	100.0
NAIT	82	90.1	3	3.3	6	6.6	91	100.0
Totals	297	81.0	42	11.4	28	7.6	367	100.0

$$\chi^2 = 43.637 \quad df = 4 \quad p = 0.000$$

"Planned to or did get married"

U of A (1)	137	84.1	8	4.9	18	11.0	163	100.0
U of A (2)	81	71.7	10	8.8	22	19.5	113	100.0
NAIT	78	85.7	7	7.7	6	6.6	91	100.0
Totals	296	80.7	25	6.8	46	12.5	367	100.0

$$\chi^2 = 10.497 \quad df = 4 \quad p = 0.032$$



desired courses"; "offered a full time job"; "planned to or did get married."

#### Reasons not Among the Top Five Reported by Groups

Four low ranking reasons showed significant differences in responses. These were: "asked to leave for non-academic reasons"; "was lonely and unhappy"; "other"; "illness (self)." Table 73 reveals that few respondents of any group considered these reasons important, but those who did so rated them in varying degrees of importance.

### DROPOUTS' PLANS TO CONTINUE WITH POST-SECONDARY EDUCATION

Respondents were asked to state their plans for future post-secondary education. The responses are tabulated in Table 74. Of the 366 dropouts, 33.9 per cent indicated that they intended to return to school on a full time basis next year. Plans to return sometime in the future were expressed by 17.5 per cent of the respondents and part time continuation was projected by 20.5 per cent. This suggests that 71.9 per cent of all withdrawals felt they had not terminated their formal education. By group, U of A (1) had the greatest proportion of dropouts (54.9 per cent) stating that they planned to return next year, U of A (2) the largest percentage (41.6 per cent) favoring part time continuation, and NAIT the greatest proportion (26.3 per cent) having no plans to continue.





TABLE 73

RESPONSES OF DROPOUTS TO REASONS NOT AMONG  
THE TOP FIVE, BY GROUP

Group	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
"Asked to leave for non-academic reasons"								
U of A (1)	161	98.8	1	0.6	1	0.6	163	100.0
U of A (2)	113	100.0	0	0.0	0	0.0	113	100.0
NAIT	83	92.2	1	1.1	6	6.7	90	100.0
Totals	357	97.5	2	0.5	7	1.9	366	100.0

$$\chi^2 = 15.748 \quad df = 4 \quad p = 0.003$$

"Lonely and unhappy"								
U of A (1)	120	73.6	39	23.9	4	2.5	163	100.0
U of A (2)	97	85.8	14	12.4	2	1.8	113	100.0
NAIT	72	79.1	12	13.2	7	7.7	91	100.0
Totals	289	78.8	65	17.7	13	3.5	367	100.0

$$\chi^2 = 13.653 \quad df = 4 \quad p = 0.008$$

"Other"								
U of A (1)	118	72.4	35	21.5	10	6.1	163	100.0
U of A (2)	84	74.3	24	21.2	5	4.4	113	100.0
NAIT	81	89.0	8	8.8	2	2.2	91	100.0
Totals	283	77.1	67	18.3	17	4.6	367	100.0

$$\chi^2 = 10.164 \quad df = 4 \quad p = 0.037$$

"Illness (self)"								
U of A (1)	151	93.7	10	6.1	2	1.2	163	100.0
U of A (2)	110	97.3	1	0.9	2	1.8	113	100.0
NAIT	83	91.2	3	3.3	5	5.5	91	100.0
Totals	344	93.7	14	3.8	9	2.5	367	100.0

$$\chi^2 = 9.794 \quad df = 4 \quad p = 0.044$$



The check list sent to U of A (2) dropouts indicated that approximately 70 per cent of the respondents planned, at time of enrollment, to complete the B.Ed. degree eventually, but not in four continuous years, and another 20 per cent were undecided.

TABLE 74

DROPOUTS' PLANS TO CONTINUE POST-SECONDARY  
EDUCATION, BY GROUP

Plans to Continue Studies	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
Full time next year	89	54.9	21	18.6	14	15.4	124	33.9
Full time in the future	23	14.2	30	26.5	11	12.1	64	17.5
Part time	11	6.8	45	41.6	17	18.7	75	20.5
No plans	15	19.3	6	5.3	24	26.3	45	12.3
Undecided	18	11.1	8	7.1	18	19.8	44	12.0
Other	6	3.7	1	0.9	7	7.7	14	3.8
Totals	162	100.0	113	100.0	91	100.0	366	100.0

$$\chi^2 = 119.012 \quad df = 10 \quad p = 0.000$$



## SUMMARY

The summary of data in Chapter V is confined to a review of the results of analyses of reasons in terms of combined importance, and deals with high ranking reasons only.

### Reasons for Withdrawal Given by All Dropouts

The majority of all dropouts withdrew voluntarily and U of A (2) had the largest proportion of these, by group. The five most important reasons for withdrawal were:

1. "lack of interest in courses";
2. "not enough money to continue";
3. "made the wrong program choice";
4. "worry over personal problems";
5. "grades too low to continue."

Grouped by sex. When grouped by sex, the top five reasons reported by males were the same as those for the total group; however, the rank order varied somewhat. Females, on the other hand, indicated that "had successfully completed desired courses," and "planned to or did get married" were important reasons, whereas, "grades too low to continue" and "worry over personal problems" were not among the top five. Reasons which were important for a significantly greater proportion of males than females were: "lack of interest in courses"; "made the wrong program choice"; "grades too low to continue"; "worry over personal problems." More important to females were



"had successfully completed desired courses" and "planned to or did get married."

Grouped by rural-urban home background. The top five reasons for both rural and urban dropouts were the same as those of the total group, with variation in rank order. Significant differences between responses of the two groups occurred in relation to "worry over personal problems" and "lack of interest in courses," both of which were important to a greater percentage of urban than rural dropouts.

Grouped by the extent to which withdrawal was voluntary. It was found that the five most important reasons for compulsory dropouts were the same as those of the total group, although they ranked differently. Among suggested withdrawals "not enough money to continue" was not among the top five but "lonely and unhappy" was. Among the high ranking reasons for the voluntary group was "other," and "grades too low to continue" did not appear. Significant differences among the responses of the three groups were evident for eight reasons. Of importance to a greater proportion to compulsory and suggested dropouts than to voluntary withdrawals were: "lack of interest in courses," "grades too low to continue," "worry over personal problems," and "made the wrong program choice." Voluntary dropouts tended to be concerned, more than the other two groups, with; "not enough money to continue," "lonely and unhappy," and "other."





Reasons for Withdrawal Given by U of A (1) Dropouts

The top five reasons considered important by this group were:

1. "lack of interest in courses";
2. "grades too low to continue";
3. "worry over personal problems";
4. "made the wrong program choice";
5. "not enough money to continue."

Grouped by sex. The top five reasons and their rank order given by males were the same as for the total U of A (1) group. Females reported "other" as a high ranking reason, and "grades too low to continue" was not among the top five. Significant differences in the responses of the two sexes occurred with respect to two high ranking reasons; "grades too low to continue" and "lack of interest in courses" were important to proportionately more men than women.

Grouped by rural-urban home background. High ranking reasons given by rural and urban dropouts were the same as those for the total group, although the rank order differed among reasons reported by withdrawals from urban homes. Responses to reasons did not differ significantly between the two groups.

Grouped by the extent to which withdrawal was voluntary. The reasons given by compulsory and suggested dropouts differed slightly from the total group in that



"not enough money to continue" was not among the top five for either group. "Courses too difficult" was a high ranking reason among compulsory withdrawals, as was "lonely and unhappy" in connection with suggested withdrawals. Voluntary dropouts did not consider "grades too low to continue" one of the most important reasons for withdrawal, however, "other" was included among the top five. Significant differences among responses were found for two reasons: "grades too low to continue" was considered an important factor by a greater percentage of compulsory and suggested dropouts than it was by voluntary withdrawals, while the latter group reported "other" more frequently.

#### Reasons for Withdrawal Given by U of A (2) Dropouts

High ranking reasons for withdrawal among U of A (2) dropouts were:

1. "not enough money to continue";
2. "had successfully completed desired courses";
3. "offered a full time job";
4. "planned to or did get married";
5. "lack of interest in courses."

Grouped by sex. High ranking reasons given by males did not include "planned to or did get married"; however, "made the wrong program choice" was among the top five. Important reasons reported by females did not include "lack of interest in courses," but "other" appeared in the top five. Significant differences between male and female



responses were found with respect to one reason. "Made the wrong program choice" was important to proportionately more men than women. It was of some importance to 25.0 per cent of the males and of major importance to 10.7 per cent, however this included only ten individuals.

Grouped by rural-urban home background. The top five reasons for rural dropouts corresponded to those given by all U of A (2) dropouts. Respondents from urban homes reported "other" among the top five reasons, while "planned to or did get married" was not a high ranking reason. "Had successfully completed courses" and "other" were important to a significantly larger percentage of urban dropouts than those from rural homes.

Grouped by the extent to which withdrawal was voluntary. Since all but two respondents were voluntary dropouts, the distribution of responses was practically the same as that of the total group.

Grouped by marital status. Single dropouts reported identical reasons as did the total group. Married students did not consider "lack of interest in courses" to be one of the most important reasons, but "other" was among the top five for this group. Significant differences in responses occurred for "offered a full time job" which was important to a larger proportion of married dropouts and it tended to be of major importance.

#### Reasons for Withdrawal Given by NAIT Dropouts

The five most important reasons among NAIT respondents



were:

1. "made the wrong program choice";
2. "lack of interest in courses";
3. "worry over personal problems";
4. "grades too low to continue";
5. "not enough money to continue."

Grouped by sex. The top five reasons reported by males corresponded to those given by the total group. Not included among high ranking reasons for females was "not enough money to continue"; "courses too difficult" replaced it among the top five. The proportion of males and females reporting each reason were not significantly different.

Grouped by rural-urban home background. It was found that dropouts from rural homes reported the same high ranking reasons as did the NAIT group as a whole. Urban dropouts however, felt that "courses too difficult" was also an important factor in withdrawal. The differences between proportions of responses to high ranking reasons were not statistically significant.

Grouped by the extent to which withdrawal was voluntary. Reasons given by suggested and voluntary dropouts differed from those of the total NAIT group. Suggested dropouts felt that "was lonely and unhappy" was relatively important, whereas "not enough money to continue" was not a high ranking reason. Voluntary dropouts cited "courses too difficult" as an important factor, and "grades too low to continue" did not appear among the top five. The latter





reason was important to a significantly greater proportion of compulsory and suggested dropouts than it was to those who withdrew voluntarily.

Reasons for Withdrawal which Differed in Importance Among  
U of A (1), U of A (2), and NAIT

Eight high ranking reasons, as reported by each group, revealed significant differences among responses. Four tended to be of importance to proportionately more U of A (1) and NAIT dropouts than U of A (2) withdrawals. These were: "lack of interest in courses"; "grades too low to continue"; "worry over personal problems"; and "made the wrong program choice." Important to a greater percentage of U of A (2) dropouts were: "not enough money to continue"; "had successfully completed desired courses"; "offered a full time job"; "planned to or did get married."

Dropouts' Plans to Continue Post-Secondary Education

The majority of all dropouts expressed plans to continue their education (71.9 per cent). The group which had the largest proportion who intended to return on a full time basis was U of A (1), while U of A (2) had the greatest percentage who indicated part time continuation. The majority, by proportion, who had no plans for further education were from the NAIT group.

Approximately 70 per cent of U of A (2) dropouts indicated that, at the time of enrollment they planned to complete their degrees, but not in four continuous years.



## DISCUSSION

A comparison of reported reasons for withdrawal in terms of the total group and of each group individually reveals several things. First, U of A (1) and NAIT dropouts responded in a similar way, and the reasons they gave corresponded to those of the total sample. Second, U of A (2) differed in many instances from the other two groups, a factor which may cause the over-all picture to be misleading. For example, "not enough money to continue" appears to be of considerable importance from the standpoint of all dropouts, as it ranked second in reasons analyzed for the total sample; however, it ranked fifth among dropouts from U of A (1) and NAIT, and first among those given by U of A (2) withdrawals. Distribution of responses by sex in terms of the total group indicated that four high ranking reasons were important for a greater proportion of men than women, and two applied mainly to women. However, upon examination of individual group distributions only two reasons, "grades too low to continue," and "lack of interest in courses" were important to a larger percentage of U of A (1) men than women, and there were no significant differences between responses of NAIT males and females. Three reasons were differentially important among men and women in U of A (2). The same situation applies to the distributions by compulsory, suggested, and voluntary withdrawals. On the surface it appears that compulsory withdrawals drop out for reasons



quite different from those of voluntary withdrawals. However, individual group analyses reveal that for U of A (1) and NAIT, significant differences only occurred for the reason "grades too low to continue," important to proportionately more compulsory and suggested dropouts than those who left voluntarily. U of A (2) was almost completely made up of voluntary withdrawals, and this could have considerable effect on the results of the total group.

This could be elaborated at length, but what seems to be important is that it is likely that a more accurate and meaningful assessment of reasons for withdrawal is obtained by referring to data summarized by groups, rather than that tabulated on a total sample basis. When this is done it can be seen that reasons analyzed by cross-classification within groups are not, except in one or two cases, different from those of the group, and that sex, rural-urban, and compulsory, suggested, and voluntary distinctions created very few differences. Exceptions to this were not consistent throughout, and varied with the group.

It became obvious throughout the reporting of data that withdrawal was a complex process. Dropouts gave several reasons for their withdrawal and indicated that these factors had varying degrees of importance. Many were cited repeatedly in cross-classifications of responses, but no one reason appeared to be of utmost importance. This hints at multicausality in attrition and also leads to



another consideration. There seems to be a strong possibility that factors may be interrelated. This is not to say that correlation among reasons was demonstrated. It was not. However, the presence of one factor may well have influenced the development of another. Low grades, for example, a reason given fairly often, could have resulted from any number of conditions other than lack of ability. Worry, lack of interest, financial pressures necessitating time-consuming employment, are a few circumstances which could lead to poor academic performance. Consequently, to demonstrate, by tabulating failures, that a great many students withdrew while in academic difficulty does little to enhance the understanding of the drop out process. What this does accomplish, in the opinion of the investigator, is it points to the possible existence of other less easily defined circumstances affecting withdrawal, the tangible outcome of which was low academic achievement. In this light, from the institutional standpoint, withdrawal of a failing student could be explained in terms of poor grades, but from the individual's point of view it might have been justified in terms of factors which precipitated low grades. As a result, any discrepancy between the number of dropouts who were in academic difficulty at the time of their withdrawal and the varying degrees of importance they reported for that reason is understandable.

The reason, "not enough money to continue," although not reported as frequently as some previously mentioned,





was a high ranking reason. The problem of financial need is one which has a more ready solution than many of the other factors, particularly in terms of government assistance. The financial factor in withdrawal is discussed in more detail in Chapter VI.

A large proportion (86.7 per cent) of U of A (2) respondents indicated that they intended to continue their studies either full time next year, full time in the future, or on a part time basis. Approximately 70 per cent expressed that at the time of initial enrollment they did not plan to attend university for four continuous years even though they intended to complete their degrees. The two findings being consistent, suggest that U of A (2) were not dropouts in the general sense of the word and would be better described as having interrupted their education. In addition, it appears that the interruption was planned.



## CHAPTER VI

### FINANCIAL FACTORS AMONG DROPOUTS

This chapter describes dropouts in terms of financial factors. The phrase, government assistance, used throughout the chapter, refers to money approved through or granted by the Students Assistance Board, Department of Education, Government of Alberta.

#### "NOT ENOUGH MONEY TO CONTINUE" AS A REASON FOR WITHDRAWAL

Data reported previously in Table 72, page 166, indicated that this reason was important in withdrawal for 46.6 per cent of all dropouts. Closer examination of tabulations discloses that the money factor was considered important by a significantly larger proportion of U of A (2) dropouts than U of A (1) and NAIT withdrawals. Among U of A (2) respondents, 65.5 per cent felt it to be an influencing factor, while 38.7 per cent of U of A (1), and 37.4 per cent of NAIT dropouts did so.

Cross-classifications within groups revealed that differences in responses were not significant. Within U of A (1), differences between the way males and females rated the importance of this reason were not statistically significant as can be seen in Table 75. The same was true when dropouts were grouped according to rural-urban home



TABLE 75

THE EXTENT TO WHICH U OF A (1) DROPOUTS REPORTED  
 "NOT ENOUGH MONEY TO CONTINUE" IMPORTANT IN  
 WITHDRAWAL: GROUPED BY SEX, RURAL-URBAN  
 HOME BACKGROUND, AND TYPE OF WITHDRAWAL

Group	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Sex								
Males	75	63.0	24	20.2	20	16.8	119	100.0
Females	25	56.8	10	22.7	9	20.5	44	100.0
Totals	100	61.3	34	20.9	29	17.8	163	100.0

$$\chi^2 = 0.543 \quad df = 2 \quad p = 0.762$$

Rural-Urban Home Background								
Rural	45	58.4	20	26.0	12	15.6	77	100.0
Urban	55	64.7	14	16.5	16	18.8	85	100.0
Totals	100	61.7	34	21.0	28	17.3	162	100.0

$$\chi^2 = 2.241 \quad df = 2 \quad p = 0.326$$

Type of Withdrawal								
Compulsory	25	65.8	9	23.7	4	10.5	38	100.0
Suggested	17	77.2	3	13.6	2	9.2	22	100.0
Voluntary	57	55.9	22	21.6	23	22.5	102	100.0
Totals	99	61.1	34	21.0	29	17.9	162	100.0

$$\chi^2 = 5.587 \quad df = 4 \quad p = 0.232$$



backgrounds, and the extent to which withdrawal was voluntary. Tables 76 and 77 reveal similar results for U of A (2) and NAIT.

HOW DROPOUTS FINANCED ALL OR PART OF  
THE 1967-68 SCHOOL YEAR

Sources of Money

A distribution of the various sources from which money was obtained by respondents is given in Table 78. The combination of government assistance and own (or spouse's) savings and earnings, was the most common source, as 23.8 per cent of all dropouts reported it. Money from the Students Assistance Board was used in some combination by 47.2 per cent of all withdrawals. Within U of A (1), "money from own (or spouse's) savings and earnings" was reported by 21.4 per cent. Government assistance was used to some degree by 43.0 per cent of U of A (1) dropouts. Of the U of A (2) dropouts, 38.3 per cent indicated that the year was financed through a combination of money from their own (or spouse's) earnings plus government assistance. Over half of U Of A (2) (56.8 per cent) indicated that government assistance played a part in supporting them financially. Among NAIT withdrawals the category having the largest proportion of responses (23.3 per cent) was that of "money from own (or spouse's) savings and earnings." Government assistance helped 43.0 per cent of NAIT dropouts.













TABLE 78

SOURCES OF MONEY REPORTED BY U OF A (1),  
U OF A (2), AND NAIT DROPOUTS

Source of Money	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
Government assistance only	4	2.5	2	1.8	0	0.0	6	1.7
Government assistance and own(or spouse's) money	27	16.6	43	38.8	16	18.6	86	23.8
Government assistance and parents	11	6.7	5	4.5	11	12.8	27	7.5
Government assistance, parents, and own (or spouse's money)	28	17.2	13	11.7	10	11.6	51	14.2
Own (or spouse's) savings and earnings	35	21.4	13	11.7	20	23.3	68	18.9
Own (or spouse's) money and parents	28	17.2	10	9.0	8	9.3	46	12.8
Parents	21	12.9	5	4.5	18	20.9	44	12.2
Other	9	5.5	20	18.0	3	3.5	32	8.9
Totals	163	100.0	111	100.0	86	100.0	360	100.0

$$\chi^2 = 58.631 \quad df = 14 \quad p = 0.000$$



Dropouts grouped by the extent to which "not enough money to continue" was a reason for withdrawal. Results in Table 79 show that among the dropouts who indicated this reason to be of major importance, 44.8 per cent financed the year with a combination of their own money and government assistance. This was the most frequently reported method of financing. Those who made use of government assistance comprised 72.4 per cent of the dropouts in this classification. Of the respondents who indicated insufficient funds was of some importance in withdrawal, 54.5 per cent indicated that they received government assistance. Dropouts who indicated that "not enough money to continue" was not a factor in withdrawal tended to finance their education through sources other than the Students Assistance Board. Such individuals obtained funds from parents and/or their own savings and earnings and accounted for 66.7 per cent of this classification.

Table 80 reveals that of U of A (1) dropouts who stated insufficient money to be of major importance in withdrawal, 70.8 per cent made some use of government assistance. The most frequently reported method of financing was through money from the Students Assistants Board in combination with personal earnings and savings. Among respondents rating insufficient funds of some importance in withdrawal, 55.9 per cent reported receiving government assistance. Almost two-thirds of the U of A (1) group felt that the money factor was not a reason that applied to their discontinuance,





TABLE 79

SOURCES OF MONEY REPORTED BY ALL DROPOUTS: GROUPED  
BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO  
CONTINUE" WAS A REASON FOR WITHDRAWAL

Source of Money	The reason "not enough money to continue":							
	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Government assistance only	2	1.0	2	2.3	2	2.5	6	1.7
Government assistance, and own (or spouse's) money	28	14.6	22	25.0	36	44.8	86	23.8
Government assistance and parents	11	5.7	9	10.2	7	8.8	27	7.5
Government assistance, parents, and own (or spouse's) money	23	12.0	15	17.0	13	16.3	51	14.2
Own (or spouse's) savings and earnings	47	24.5	10	11.4	11	13.8	68	18.9
Own (or spouse's) money and parents	32	16.7	10	11.4	4	5.0	46	12.8
Parents	35	18.2	9	10.2	0	0.0	44	12.2
Other	14	7.3	11	12.5	7	8.8	32	8.9
Totals	192	100.0	88	100.0	80	100.0	360	100.0

$$\chi^2 = 56.865 \quad df = 14 \quad p = 0.000$$



TABLE 80

SOURCES OF MONEY REPORTED BY U OF A (1) DROPOUTS:  
 GROUPED BY THE EXTENT TO WHICH "NOT  
 ENOUGH MONEY TO CONTINUE" WAS  
 A REASON FOR WITHDRAWAL

Source of Money	The reason "not enough money to continue":							
	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Government assistance only	2	2.0	0	0.0	2	6.9	4	2.5
Government assistance, and own (or spouse's) money	8	8.0	7	20.6	12	41.4	27	16.6
Government assistance and parents	5	5.0	3	8.8	3	10.3	11	6.7
Government assistance, parents, and own (or spouse's) money	13	13.0	9	26.5	6	20.7	28	17.2
Own (or spouse's) savings and earnings	27	27.0	4	11.8	4	13.8	35	21.4
Own (or spouse's) money and parents	20	20.0	6	17.6	2	6.9	28	17.2
Parents	18	18.0	3	8.8	0	0.0	21	12.9
Other	7	7.0	2	5.9	0	0.0	9	5.5
Totals	100	100.0	34	100.0	29	100.0	163	100.0

$$\chi^2 = 37.124 \quad df = 14 \quad p = 0.000$$



and 28.0 per cent made use of government funds. Sixty-five per cent financed the year with their own money, parents' money, or a combination of both.

U of A (2) respondents who stated that "not enough money to continue" was of major importance tended to report use of government assistance. Table 81 discloses that 67.5 per cent did so. Of those who indicated that insufficient funds was of some importance, 56.1 per cent financed the year with the help of the Students Assistance Board. Approximately 46 per cent of dropouts to whom this reason did not apply made use of government assistance. Another 38.4 per cent reported money sources as being their own earnings and savings, money from parents, or a combination of both.

Results from NAIT dropouts are presented in Table 82. Examination of responses from the eleven dropouts who considered the money factor of major importance shows that eight people made use of government assistance. Twenty-two reported "not enough money to continue" as being of some importance and eleven of these (50.0 per cent) indicated that they were recipients of government assistance. Of the dropouts to whom insufficient money was not a factor in withdrawal, 33.9 per cent used money from the Students Assistance Board; however, the majority (54.8 per cent) financed their year with their own and/or parents' money.



TABLE 81

SOURCES OF MONEY REPORTED BY U OF A (2) DROPOUTS:  
 GROUPED BY THE EXTENT TO WHICH "NOT  
 ENOUGH MONEY TO CONTINUE" WAS  
 A REASON FOR WITHDRAWAL

Source of Money	The reason "not enough money to continue":							
	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Government assistance only	0	0.0	2	6.3	0	0.0	2	1.8
Government assistance, and own (or spouse's) money	13	33.3	11	34.2	19	47.5	43	38.8
Government assistance and parents	1	2.6	1	3.1	3	7.5	5	4.5
Government assistance, parents, and own (or spouse's) money	4	10.3	4	12.5	5	12.5	13	11.7
Own (or spouse's) savings and earnings	6	15.4	2	6.3	5	12.5	13	11.7
Own (or spouse's) money and parents	7	17.9	2	6.3	1	2.5	10	9.0
Parents	2	5.1	3	9.4	0	0.0	5	4.5
Other	6	15.4	7	21.9	7	17.5	20	18.0
Totals	39	100.0	32	100.0	40	100.0	111	100.0

$$\chi^2 = 18.386 \quad df = 14 \quad p = 0.189$$





TABLE 82

SOURCES OF MONEY REPORTED BY NAIT DROPOUTS: GROUPED  
BY THE EXTENT TO WHICH "NOT ENOUGH MONEY  
TO CONTINUE" WAS A REASON FOR WITHDRAWAL

Source of Money	The reason "not enough money to continue":							
	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Government assistance, and own (or spouse's) money	7	13.2	4	18.2	5	45.4	16	18.6
Government assistance and parents	5	9.4	5	22.7	1	9.1	11	12.8
Government assistance, parents, and own (or spouse's) money	6	11.3	2	9.1	2	18.2	10	11.6
Own (or spouse's) savings and earnings	14	26.4	4	18.2	2	18.2	20	23.3
Own (or spouse's) money and parents	5	9.4	2	9.1	1	9.1	8	9.3
Parents	15	28.4	3	13.6	0	0.0	18	20.9
Other	1	1.9	2	9.1	0	0.0	3	3.5
Totals	53	100.0	22	100.0	11	100.0	86	100.0

$$\chi^2 = 15.496 \quad df = 12 \quad p = 0.215$$



### Summer Employment as a Source of Income

Dropouts were asked to report the number of months they were employed during the summer of 1967. Among all dropouts, 82.3 per cent reported that they worked for two or more months as is shown in Table 83. Within each group the following percentages of respondents indicated employment to this extent: U of A (1), 89.6 per cent; U of A (2), 74.8 per cent; and NAIT, 77.5 per cent.

Dropouts grouped by the extent to which "not enough money to continue" was a reason for withdrawal. At least two months of summer employment was reported by 77.4 per cent of all dropouts who felt that insufficient money was of major importance in withdrawal, as is shown in Table 84. Of those considering this reason of some importance, 78.1 per cent worked for two or more months and 19.6 per cent did not work at all. The percentage of dropouts to whom insufficient money did not apply and who worked at least two months was 85.7 per cent.

Table 85 summarizes the responses from U of A (1). Within this group the percentages of dropouts who considered "not enough money to continue" of major importance, of some importance, and not applicable, and who worked for two or more months were 86.1, 85.3, and 92.0 respectively.

Data from U of A (2) is presented in Table 86. Of those who reported that the money factor was of major and of some importance, 82.5 per cent and 71.9 per cent indicated that they worked for at least two months. The



TABLE 83

LENGTH OF SUMMER EMPLOYMENT OF U OF A (1),  
U OF A (2), AND NAIT DROPOUTS

Number of Months	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
0	14	8.6	19	17.1	13	14.6	46	12.7
1	3	1.8	9	8.1	7	7.9	19	5.2
2	26	16.0	18	16.2	14	15.7	58	16.0
3	27	16.6	8	7.2	15	16.9	50	13.8
4	45	27.6	46	41.5	13	14.6	104	28.6
5	48	29.4	11	9.9	27	30.3	86	23.7
Totals	163	100.0	111	100.0	89	100.0	363	100.0

$$\chi^2 = 41.035 \quad df = 10 \quad p = 0.000$$

TABLE 84

LENGTH OF SUMMER EMPLOYMENT OF ALL DROPOUTS: GROUPED  
BY THE EXTENT TO WHICH "NOT ENOUGH MONEY TO  
CONTINUE" WAS A REASON FOR WITHDRAWAL

The reason "not enough money to continue":								
Number of Months	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
0	18	9.2	17	19.6	11	13.8	46	12.7
1	10	5.1	2	2.3	7	8.8	19	5.2
2	28	14.3	11	12.6	19	23.7	58	16.0
3	32	16.3	11	12.6	7	8.8	50	13.8
4	53	27.0	35	40.3	16	20.0	104	28.6
5	55	28.1	11	12.6	20	24.9	86	23.7
Totals	196	100.0	87	100.0	80	100.0	363	100.0

$$\chi^2 = 27.435 \quad df = 10 \quad p = 0.002$$



TABLE 85

LENGTH OF SUMMER EMPLOYMENT OF U OF A (1) DROPOUTS:  
GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH  
MONEY TO CONTINUE" WAS A  
REASON FOR WITHDRAWAL

The reason "not enough money to continue":								
Number of Months	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
0	5	5.0	5	14.7	4	13.8	14	8.6
1	3	3.0	0	0.0	0	0.0	3	1.8
2	15	15.0	5	14.7	6	20.7	26	16.0
3	16	16.0	8	23.5	3	10.3	27	16.6
4	31	31.0	9	26.5	5	17.2	45	27.6
5	30	30.0	7	20.6	11	38.0	48	29.4
Totals	100	100.0	34	100.0	29	100.0	163	100.0

$\chi^2 = 11.162$        $df = 10$        $p = 0.345$





TABLE 86

LENGTH OF SUMMER EMPLOYMENT OF U OF A (2) DROPOUTS:  
GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH  
MONEY TO CONTINUE" WAS A  
REASON FOR WITHDRAWAL

The reason "not enough money to continue":								
Number of Months	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
0	5	12.8	8	25.0	6	15.0	19	17.1
1	3	7.7	1	3.1	5	12.5	9	8.1
2	5	12.8	4	12.5	9	22.5	18	16.2
3	3	7.7	2	6.3	3	7.5	8	7.2
4	18	46.2	17	53.1	11	27.5	46	41.5
5	5	12.8	0	0.0	6	15.0	11	9.9
Totals	39	100.0	32	100.0	40	100.0	111	100.0

$\chi^2 = 12.898$        $df = 10$        $p = 0.229$



majority of those to whom this reason did not apply also worked during the summer, as 79.5 per cent reported at least two months employment.

A comparable analysis of NAIT responses, shown in Table 87, revealed that among those who felt that insufficient money was of major importance, 72.7 per cent worked for two to five months, as did 76.2 per cent of those who indicated this reason to be of some importance. Seventy-nine per cent of the students who said that "not enough money to continue" did not apply were employed for two or more months.

#### Part-Time Employment During the Academic Term

Withdrawals were asked if they worked part time during the academic term. According to the results summarized in Table 88, 25.5 per cent of all dropouts worked part time during the 1967-68 academic term. By group, 23.9 per cent of U of A (1), 19.1 per cent of U of A (2), and 36.4 per cent of NAIT dropouts indicated part time employment.

Dropouts grouped by the extent to which "not enough money to continue" was a reason for withdrawal. Table 89 discloses that of those dropouts who felt this reason to be of major importance, and of some importance, 25.0 per cent and 25.6 per cent respectively, worked part time during the year. Among those to whom this reason did not apply, 25.6 per cent were employed on a part time basis.



TABLE 87

LENGTH OF SUMMER EMPLOYMENT OF NAIT DROPOUTS:  
GROUPED BY THE EXTENT TO WHICH "NOT ENOUGH  
MONEY TO CONTINUE" WAS A  
REASON FOR WITHDRAWAL

The reason "not enough money to continue":								
Number of Months	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
0	8	14.0	4	19.0	1	9.1	19	14.6
1	4	7.0	1	4.8	2	18.2	7	7.9
2	8	14.0	2	9.5	4	36.3	14	15.7
3	13	22.9	1	4.8	1	9.1	15	16.9
4	4	7.0	9	42.9	0	0.0	13	14.6
5	20	35.1	4	19.0	3	27.3	27	30.3
Totals	57	100.0	21	100.0	11	100.0	89	100.0

$\chi^2 = 26.001$        $df = 10$        $p = 0.003$



TABLE 88

PART TIME EMPLOYMENT OF U OF A (1), U OF A (2),  
AND NAIT DROPOUTS

Worked part time during the academic term:						
Group	Yes		No		Totals	
	N	%	N	%	N	%
U of A (1)	39	23.9	124	76.1	163	100.0
U of A (2)	21	19.1	89	80.9	110	100.0
NAIT	32	36.4	56	63.6	88	100.0
Totals	92	25.5	269	74.5	361	100.0
$\chi^2 = 8.061$ $df = 2$ $p = 0.017$						

TABLE 89

PART TIME EMPLOYMENT OF ALL DROPOUTS: GROUPED BY  
THE EXTENT TO WHICH "NOT ENOUGH MONEY TO  
CONTINUE" WAS A REASON FOR WITHDRAWAL

Importance of "not enough money to continue."	Worked Part Time		Did Not Work		Totals	
	N	%	N	%	N	%
Did not apply	50	25.6	145	74.4	195	100.0
Was of some importance	22	25.6	64	74.4	86	100.0
Was of major importance	20	25.0	60	75.0	80	100.0
Totals	92	25.5	269	74.5	361	100.0
	$\chi^2 = 0.013$		df = 2		p = 0.993	





Within-group analyses, summarized in Table 90, revealed that the great majority of dropouts in each group did not work during the academic term. Of those who reported that insufficient funds was of major importance in withdrawal, the following proportions of each group worked part time: U of A (1), 24.1 per cent; U of A (2), 22.5 per cent; NAIT, 36.4 per cent. Among respondents who considered this reason of some importance, 29.4 per cent, 9.7 per cent, and 42.9 per cent of U of A (1), U of A (2), and NAIT worked during the term. Similar analysis of the dropouts for whom insufficient money was not a factor in withdrawal showed that the proportions of each of the three dropout groups who worked part time were 22.0 per cent, 23.1 per cent, and 33.9 per cent respectively.

#### Financial Assistance from the Students Assistance Board

Table 91 indicates that 48.3 per cent of all dropouts received some form of financial assistance from the Students Assistance Board. Only 4.7 per cent applied and did not receive any. Within each group the following proportions received assistance: U of A (1), 42.3 per cent; U of A (2), 61.8 per cent; NAIT, 42.7 per cent.

It was noted that an inconsistency exists among the number of dropouts in U of A (1), U of A (2), and NAIT who reported receiving government financial assistance as shown in Table 91, and the number who indicated that they financed their school term with help from the Students Assistance







TABLE 91  
RESPONSES OF U OF A (1), U OF A (2), AND NAIT  
DROPOUTS REGARDING APPLICATION FOR  
GOVERNMENT FINANCIAL ASSISTANCE

Response	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
Did not apply for assistance	82	50.3	41	37.3	47	52.8	170	47.0
Applied but did not receive assistance	12	7.4	1	0.9	4	4.5	17	4.7
Applied for and received assistance	69	42.3	68	61.8	38	42.7	175	48.3
Totals	163	100.0	110	100.0	89	100.0	362	100.0

$$\chi^2 = 15.006 \quad df = 4 \quad p = 0.004$$



Board as is shown in Table 78, page 186. A possible explanation for this is that respondents, particularly those in U of A (2), may have misinterpreted the meaning of assistance and considered various forms of bursaries as money from the Students Assistance Board. The discrepancies are small (in each of U of A (1) and NAIT, one individual; in U of A (2) five), and do not, in the investigator's opinion, distort the over-all picture.

Dropouts grouped by the extent to which "not enough money to continue" was a reason for withdrawal. Results in Table 92 show that among those who reported this reason to be of major and of some importance, 72.2 per cent and 55.6 per cent respectively, received government assistance. Of those to whom this reason did not apply, 35.4 per cent were given government assistance, and 60.5 per cent indicated that they did not apply for money.

Among U of A (1) dropouts who considered "not enough money to continue" a reason of major and of some importance, 75.9 per cent, and 53.0 per cent respectively, received money from the Students Assistance Board as shown in Table 93. The proportions of these two subgroups who stated that they did not apply for assistance were 20.7 per cent and 29.4 per cent. Of those who reported that this reason did not apply, 29.0 per cent received assistance and 66.0 per cent did not request any.





TABLE 92

RESPONSES OF ALL DROPOUTS REGARDING APPLICATION FOR  
GOVERNMENT FINANCIAL ASSISTANCE: GROUPED BY THE  
EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE"  
WAS A REASON FOR WITHDRAWAL

The reason "not enough money to continue":

Response	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Did not apply for assistance	118	60.5	32	36.4	20	25.3	170	47.0
Applied for but did not receive assistance	8	4.1	7	8.0	2	2.5	17	4.7
Received assistance	69	35.4	49	55.6	57	72.2	195	98.3
Totals	195	100.0	86	100.0	79	100.0	362	100.0

$$\chi^2 = 37.553 \quad df = 4 \quad p = 0.000$$

TABLE 93

RESPONSES OF U OF A (1) DROPOUTS REGARDING APPLICATION FOR  
GOVERNMENT FINANCIAL ASSISTANCE: GROUPED BY THE  
EXTENT TO WHICH "NOT ENOUGH MONEY TO CONTINUE"  
WAS A REASON FOR WITHDRAWAL

The reason "not enough money to continue":

Response	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Did not apply for assistance	66	66.0	10	29.4	6	20.7	82	50.3
Applied for but did not receive assistance	5	5.0	6	17.6	1	3.4	12	7.4
Applied for and received assistance	29	29.0	18	53.0	22	75.9	69	42.3
Totals	100	100.0	34	100.0	29	100.0	163	100.0

$$\chi^2 = 31.954 \quad df = 4 \quad p = 0.000$$



Table 94 summarizes comparable data from U of A (2) dropouts. Of those who indicated that insufficient money was of major importance in withdrawal, 69.2 per cent obtained money from the Students Assistance Board, and 30.8 per cent did not make application. Among those who considered this reason of some importance, 62.5 per cent were given financial assistance and the remaining 37.5 per cent did not request it. Money was received by 53.8 per cent of dropouts who reported that insufficient funds was not a factor in withdrawal and 43.6 per cent did not apply for assistance.

Responses from NAIT dropouts are summarized in Table 95. Those who received assistance comprised 72.7 per cent of the eleven withdrawals who rated "not enough money to continue" of major importance. Only two people applied and did not receive money. Of those who indicated that this reason was of some importance, eleven or 50.0 per cent obtained assistance and 45.5 per cent did not make application. Slightly more than one-third (33.9 per cent) of the respondents for whom insufficient money was not a factor in withdrawal received money from the Students Assistance Board. Those who did not apply for money made up 62.5 per cent of these dropouts.

Type of financial assistance received. Tables 96 to 100 summarize data describing the type of government financial assistance received by dropouts. The most frequently reported type was that of part loan, part grant;







TABLE 96  
TYPE OF GOVERNMENT FINANCIAL ASSISTANCE  
RECEIVED BY U OF A (1), U OF A (2),  
AND NAIT DROPOUTS

Type of Assistance	U of A (1)		U of A (2)		NAIT		Totals	
	N	%	N	%	N	%	N	%
Grant	6	8.2	2	2.8	1	2.6	9	4.9
Loan	17	23.3	23	32.4	34	87.1	74	40.4
Part Grant, Part Loan	45	61.7	38	53.6	2	5.1	85	46.5
Scholarship	3	4.1	5	7.0	1	2.6	9	4.9
Other Combination	2	2.7	3	4.2	1	2.6	6	3.3
Totals	73	100.0	71	100.0	39	100.0	183	100.0

$$\chi^2 = 50.448 \quad df = 8 \quad p = 0.000$$





TABLE 97

TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED  
BY ALL DROPOUTS: GROUPED BY THE EXTENT TO  
WHICH "NOT ENOUGH MONEY TO CONTINUE"  
WAS A REASON FOR WITHDRAWAL

Type of Assistance	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grant	4	5.6	1	2.0	4	6.7	9	4.9
Loan	29	40.3	21	41.2	24	40.0	74	40.4
Part Grant, Part Loan	30	41.6	26	50.9	29	48.3	85	46.5
Scholarship	7	9.7	1	2.0	1	1.7	9	4.9
Other Combination	2	2.8	2	3.9	2	3.3	6	3.3
Totals	72	100.0	51	100.0	60	100.0	183	100.0

$$\chi^2 = 7.671 \quad df = 8 \quad p = 0.466$$



TABLE 98

TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED BY  
U OF A (1) DROPOUTS: GROUPED BY THE EXTENT TO  
WHICH "NOT ENOUGH MONEY TO CONTINUE"  
WAS A REASON FOR WITHDRAWAL

The reason "not enough money to continue":

Type of Assistance	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grant	3	9.7	0	0.0	3	13.0	6	8.2
Loan	7	22.6	4	21.1	6	26.1	17	23.3
Part Grant, Part Loan	17	54.8	14	73.6	14	60.9	45	61.7
Scholarship	3	9.7	0	0.0	0	0.0	3	4.1
Other Combina- tion	1	3.2	1	5.3	0	0.0	2	2.7
Totals	31	100.0	19	100.0	23	100.0	73	100.0

$$\chi^2 = 8.263 \quad df = 8 \quad p = 0.408$$



TABLE 99

TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED BY  
U OF A (2) DROPOUTS: GROUPED BY THE EXTENT TO  
WHICH "NOT ENOUGH MONEY TO CONTINUE"  
WAS A REASON FOR WITHDRAWAL

Type of Assistance	The reason "not enough money to continue":							
	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grant	0	0.0	1	4.8	1	3.4	2	2.8
Loan	6	28.6	7	33.3	10	34.5	23	32.4
Part Grant, Part Loan	12	57.1	11	52.3	15	51.8	38	53.6
Scholarship	3	14.3	1	4.8	1	3.4	5	7.0
Other Combina- tion	0	0.0	1	4.8	2	6.9	3	4.2
Totals	21	100.0	21	100.0	29	100.0	71	100.0

$$\chi^2 = 4.771 \quad df = 8 \quad p = 0.781$$



TABLE 100

TYPE OF GOVERNMENT FINANCIAL ASSISTANCE RECEIVED  
BY NAIT DROPOUTS: GROUPED BY THE EXTENT TO  
WHICH "NOT ENOUGH MONEY TO CONTINUE"  
WAS A REASON FOR WITHDRAWAL

The reason "not enough money to continue":								
Type of Assistance	Did Not Apply		Was of Some Importance		Was of Major Importance		Totals	
	N	%	N	%	N	%	N	%
Grant	1	5.0	0	0.0	0	0.0	1	2.6
Loan	16	80.0	10	90.9	8	100.0	34	87.1
Part Grant, Part Loan	1	5.0	1	9.1	0	0.0	2	5.1
Scholarship	1	5.0	0	0.0	0	0.0	1	2.6
Other Combination	1	5.0	0	0.0	0	0.0	1	2.6
Totals	20	100.0	11	100.0	8	100.0	39	100.0

$$\chi^2 = 3.884 \quad df = 8 \quad p = 0.867$$





46.5 per cent of all withdrawals who obtained assistance indicated this combination, and 40.4 per cent reported receiving loans only. The same trend was observed in U of A (1) and U of A (2) distributions, as the proportions who received part loan, part grant were 61.7 per cent and 53.6 per cent respectively. NAIT dropouts reported differently and among recipients of money, 87.1 per cent indicated that it was in loan form.

Distributions by the extent to which "not enough money to continue" was a reason for withdrawal presented a similar picture. The following proportions of the total group, U of A (1), and U of A (2), who reported this reason to be of major importance, received part loan, part grant; 48.3 per cent, 60.9 per cent, and 51.8 per cent. Similarly, for those who felt the reason to be of some importance, 50.9 per cent, 73.6 per cent, and 52.3 per cent received assistance in this form. The comparative proportions of those to whom insufficient money did not apply were 41.6 per cent, 54.8 per cent, and 57.1 per cent. Among NAIT recipients the most frequently reported type of assistance was loan only, and of those who considered "not enough money to continue" of major and some importance, 100.0 per cent (only 8 people) and 90.0 per cent (10 people) respectively, received money in this form. Eighty per cent of recipients to whom this reason did not apply were given loans.



It should be noted that with respect to between-group comparisons of the type of assistance received, differences in proportions of responses were statistically significant. As previously mentioned, a greater proportion of U of A (1) and U of A (2) than NAIT recipients were assisted in the form of part grant, part loan, and the majority of students from NAIT who obtained government assistance reported it to be in the form of a loan only.

All distributions based on the extent to which the reason "not enough money to continue" was important in withdrawal revealed that there was little difference among the type of assistance received by respondents grouped on this criterion, and those differences which did occur were not statistically significant.

### SUMMARY

1. "Not enough money to continue," as a reason for withdrawal, was of importance to proportionately more U of A (2) dropouts than U of A (1) and NAIT withdrawals. Proportions of each group who indicated that the reason applied were 65.5 per cent, 38.7 per cent, and 37.4 per cent respectively. When dropouts were cross-classified according to sex, rural-urban home background, and the extent to which withdrawal was voluntary, differences in responses were very small and were not statistically significant.



2. Money was obtained by dropouts from a variety of sources and combinations of sources. Financial assistance from the Students Assistance Board was reported a source by 47.2 per cent of all dropouts, and within groups by 43.0 per cent of U of A (1), 56.8 per cent of U of A (2), and 43.0 per cent of NAIT withdrawals. The use of government assistance in financing the school year was examined in terms of dropouts grouped according to whether "not enough money to continue" was reported to be of major, or some importance, or not applicable. Proportions of each of these groups among the total sample who indicated government money was used were 72.4 per cent, 54.5 per cent, and 33.3 per cent. Comparative analysis of each of U of A (1), U of A (2), and NAIT revealed that proportions were similar to those of the total sample and in only one instance did they vary more than five per cent. The exception was in U of A (2) where 46.2 per cent of those to whom insufficient funds was not a factor in withdrawal made use of money from the Students Assistance Board. The comparable percentage in the total sample was 33.3 per cent.

3. Assistance was in the form of part grant and part loan for 46.5 per cent of all those who received money and in the form of a loan only for 40.4 per cent. The most frequently reported type of assistance in U of A (1) and U of A (2) was that of part grant, part loan, (61.7 per cent and 53.6 per cent); however, among NAIT recipients 87.1 per cent indicated that they received loans only.



4. Approximately 82 per cent of all dropouts indicated that they worked for two or more months during the 1967 summer. Distributions within each group, according to the extent to which "not enough money to continue" was a reason for withdrawal, revealed that in every group, over 70.0 per cent of those rating this reason of major importance, of some importance, or not applicable, worked for at least two months.

5. Part time employment during the term was not a frequently reported source of income, as only 25.5 per cent of all dropouts were so employed. Cross-classifications according to the importance of the reason "not enough money to continue," revealed that proportions of students within each classification who worked part time were between 20 per cent and 30 per cent in the total group, U of A (1) and U of A (2), with one exception. Among U of A (2) dropouts for whom this reason was of some importance, only 9.7 per cent worked part time. Comparable analysis of NAIT responses showed that of those for whom this reason was of major importance, some importance, or not applicable, 36.4 per cent, 42.9 per cent, and 33.9 per cent respectively, were employed part time throughout the term.

#### DISCUSSION

Insufficient money did appear to play a part in the withdrawal of approximately 47 per cent of the students surveyed. However, it is difficult to assess, with any





degree of accuracy, the function of this reason in the attrition process. On an individual basis the phrase "not enough money to continue" might mean different things to different people. A dropout's personal evaluation of his financial situation depends upon his own value system and style of living, and this varies from person to person. Certainly a student might be quite accurate in reporting that insufficient money influenced his withdrawal, however, it is also possible for a person to feel that he did not have enough money to continue studies, not because he couldn't exist, but because he could not live the way he would like to. This possibility does not render the relevant data useless, but it does prompt the exercise of caution in making interpretations.

The fact that, by proportion, more U of A (2) dropouts than other groups reported "not enough money to continue" as a reason for withdrawal, is somewhat puzzling. It is difficult to find a logical reason why this should occur. It is the writer's opinion that these results were a function of the nature of the group and may be a little misleading. Considering the fact that most U of A (2) withdrawals were teaching at the time of the survey, and that many of them stated that they intended to complete their degrees, but not in four continuous years, it is likely that they did not think of themselves as dropouts in the general sense of the word. Further, when asked



to indicate reasons for discontinuance, "not enough money to continue" may have sounded reasonable in retrospect because the amount of money available through teaching was considerably more than that available as a student. In light of this, the investigator suggests that many of these students withdrew, not because they could not afford to remain in university, but because they could afford to leave, having acquired more earning power.



## CHAPTER VII

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The results of the study present a picture of drop-outs and the attrition process which is similar in nature to that described by the consensus of research reviewed in Chapter II. The responses given by students from the University of Alberta and the Northern Alberta Institute of Technology emphasize the intricacy of the whole problem and lead to the realization that the solution would be equally as complex.

The many concerns arising out of student withdrawal were described in the introduction to this study, and they were indeed very serious ones. However, one must be careful, when thinking in terms of individuals, to refrain from generalizing the negative aspect of dropping out to every case. It is only fair to point out that many withdrawals were satisfied with their decisions and expressed that it was to their benefit to leave school. Selected comments related to this, and to the study in general, are reported in Appendix B.

It is difficult to determine the extent to which student withdrawal was permanent. It is possible that, in many cases, it represented only an interruption in formal education. The desirability of continuous education can



be argued from many sides; however, it appears that as the job market is requiring a higher level of education than ever before and the automated economy is limiting the opportunities for employment of untrained people, that continuous education, at least to the point of some type of certification, is rapidly becoming a necessity.

When the total study is drawn into perspective, some general observations emerge:

1. "Lack of interest in courses" and "made the wrong program choice" were frequently reported reasons for withdrawal and suggest that many students were not adequately prepared for post-secondary education. One cause of this might be a dearth of, or perhaps the inaccessibility of, information regarding the nature of programs and the type of work they lead to. This emphasizes the need for active programs of vocational and educational counselling in the schools. To be effective these must be oriented, as much as possible, in a person-centered way, so that a student feels that it is his own future that is important, and that he can make meaningful decisions based on available information. In the writer's opinion, too often such information is provided, but it is not used effectively.

2. The contention was expressed that, although attrition involves many factors, the alleviation of even one might be a step forward. Further, as mentioned in Chapter VI, the financial factor is one which has a more ready solution than some of the others. To place this in





perspective, it should be remembered that insufficient money was not the most frequently reported reason for withdrawal, and it was never cited as a sole determinant. However, the fact that finances were related in some way to the withdrawal of 46.6 per cent of all dropouts, implies that this area should be given serious consideration. It is possible that if more money was made available, continuous education would be within the reach of more students, and this is certainly desirable. An accurate assessment of the role of financial assistance in the attrition problem is hard to obtain. A greater understanding might be gained through a follow-up study, by personal interview, of students who did receive assistance and withdrew, as well as those who did not receive assistance and also withdrew. It is recommended that an attempt be made to learn more about the attitudes of these two groups of students toward financing education and toward education in general. Only with this kind of inquiry will it be possible to sort out whether insufficient money was, in fact, an important influence in withdrawal, and whether it resulted from uncontrollable circumstances, or from lack of initiative or indifference.

3. It seems that a certain amount of responsibility for the study of attrition must lie with the educational institutions themselves. Unfortunately, the size and complexity of such institutions foster an impersonal atmosphere, and make individual contact a momentous task. However, if genuine concern for talent waste does exist, efforts must be



made to gain insight into the dynamics of the withdrawal process by approaching those best able to provide the raw material--the dropouts themselves. If this is done on a personal basis, it might result in a better understanding of the people involved, rather than a numerical description of their responses to a structured questionnaire. The latter is a necessary step, but it is only a start.

There is a growing need for institutional research at the local level. It is recommended that post-secondary institutions be asked to carry out continuous studies of their students to determine why some do drop out and attempt to find out what could be done to change this.

4. It would be naive not to realize that many of the circumstances leading to withdrawal are related to the individual's emotional, social, and educational development over many years. If past experiences have produced a person who generally has difficulty making decisions, adjusting to new situations, or establishing self-direction, then certainly these factors will operate in most aspects of his life, including his post-secondary education. Implications here are not within the scope of this study, and are related to personal-social development of the child throughout school; however, they serve to emphasize the necessity of having school programs designed to promote full growth of the child, and to foster the development of a sense of personal responsibility.

5. The present study was designed to deal with



dropouts only, and thereby obtain a general description of their characteristics. It would be desirable now, to compare information obtained with similar data from students who did not withdraw from their programs, in an attempt to identify which characteristics, if any, are more applicable to dropouts than to students who complete their formal education.



S E L E C T E D  
R E F E R E N C E S





## REFERENCES

- Acroyd, A.O. and Roberts, W. G. A study of the post-secondary occupations of students who graduated with university matriculation from Alberta High Schools in 1949. Unpublished M.Ed. thesis, Faculty of Education, University of Alberta, Edmonton, 1952.
- Albers, T. E. Student attrition in six Colorado state-supported institutions of higher education. (Doctoral dissertation, University of Colorado) Ann Arbor, Michigan: University Microfilms, 1966, No. 66-2757.
- Alberta, Department of Education, Matriculation study sub-committee progress report. February, 1958.
- Astin, A. W. Personal and environmental factors associated with college dropouts among high aptitude students. Journal of Educational Psychology, 1964, 55, 219-227.
- Bayer, A. E. The college drop-out: factors affecting senior college completion. Sociology of Education, 1968, 41 (3), 305-316.
- Beattie, L. and Sheffield, E. The development of student potential. A study prepared for the Canadian Conference on Education. Conference Study No. 3, 1961.
- Breton, R. and McDonald, J. Career decisions of Canadian youth. Vol. 1, Ottawa: Queen's Printer, 1967.
- Brown, F. G. and Callis, R. Why college freshmen drop out. Journal of College Student Personnel, 1959, 1 (2), 23-26.
- California, Master Plan Survey of Higher Education, A master plan for higher education in California, 1960-1975. Sacramento: Author, 1960. Cited by D. Knoell, In Hall Sprague (Ed.) Research on college students. Boulder, Colorado: Western Interstate Commission for Higher Education, 1960, 41-65.
- Caskey, O. L. Freshmen drop-outs and returnees, Part I, a descriptive study. University Counseling Services Research Report, 1964, No. 364. Cited in Marsh, L. M. College drop-outs-a review. Personnel and Guidance Journal, 1966, 44, 475-486.



- Cervantes, L. F. The dropout: causes and cures. Ann Arbor: University of Michigan Press, 1965.
- Clark, B. R. The open door college. New York: McGraw Hill, 1960.
- Cope, R. G. Limitations of attrition rates and causes given for dropping out of college. Journal of College Student Personnel, 1968, 9 (6), 386-392.
- Davis, P. H. Trustees take heed of attrition. Liberal Education, 1962, 48, 479-486. Cited by Marsh, L. M. College drop-outs-a review. Personnel and Guidance Journal, 1966, 44, 475-486.
- Demos, G. D. Analysis of College Dropouts--some manifest and covert reasons. Personnel and Guidance Journal 1968, 46, 681-684.
- Dominion Bureau of Statistics Educational Division. Educational planning and the expanding economy. Ottawa: Queen's Printer, October, 1964.
- Eckland, B. K. Social class and college graduation: some misconceptions corrected. American Journal of Sociology, 1964, 70, 36-50.
- Fleming, W. G. Survey of scholastic results in the class entering Arts, University of Toronto, in 1949. Information series No. 2. Toronto: Department of Educational Research, Ontario College of Education, University of Toronto, 1955. Cited by Fleming, W. G. Characteristics and achievement of students in Ontario Universities. Atkinson Study of Utilization of Student Resources Report No. 11. Ontario Institute for Studies in Education, 1965.
- Fleming, W. G. Characteristics and achievement of students in Ontario Universities. Atkinson Study of Utilization of Student Resources, Report No. 11. Ontario Institute for Studies in Education, 1965.
- Ford, D. H. and Urban, H. B. College dropouts: successes or failures? In Pervin, L. A.; Reik, L. E.; and Dalrymple, W. (Eds.) The college dropout and the utilization of talent. Princeton, New Jersey: Princeton University Press, 1966.
- Gekoski, N. and Schwartz, S. Student mortality and related factors. Journal of Educational Research, 1961, 54 (5), 192-194.
- Goetz, W. and Leach, D. The disappearing student. Personnel and Guidance Journal, 1967, 45, 883-887.



Halladay, D. W. and Andrew, D. C. Dropouts from Arkansas colleges. Personnel and Guidance Journal, 1958, 37, 212-213.

Havighurst, R. J. The social and political arguments for extending the reach of education. In Student financial aid and National purpose. A colloquium on financial aid held by the College Scholarship Service of the College Examination Board, 1967.

Henninger, G. R. The technical institute in America. New York: McGraw Hill, 1959.

Herman, L. M. and Zeigler, M. L. Comparison of academic achievement, aptitudes, and interest patterns of two-year technical students and four-year degree candidates in engineering. Journal of Experimental Education, 1960, 29 (1), 81-86.

Iffert, R. E. Retention and withdrawal of college students. Bulletin, No. 1, Washington, D.C., U.S. Office of Education, 1958.

Iowa, State University. A study of student persistence at the State University of Iowa, Iowa City, Office of the Registrar, 1959. Cited by D. Knoell, in Hall Sprague (Ed.) Research on college students, Boulder, Colorado: Western Interstate Commission for High Education, 1960, 41-65.

Jackson, R. An address to the senate of the University of Toronto, 1961. Cited by L. Beattie and E. Sheffield, The development of student potential. A study prepared for the Canadian Conference on Education, Conference Study No. 3, 1961.

Jencks, C. Social stratification and higher education. Harvard Educational Review, 1968, 38, (2), 277-316.

Jex, F. B. and Merrill, R. M. A study in persistence: withdrawal and graduation rates at the University of Utah. Personnel and Guidance Journal, 1962, 40, 762-769.

Knoell, D. M. Institutional research on retention and withdrawal. In Hall Sprague (Ed.) Research on college students, Boulder, Colorado: Western Interstate Commission for Higher Education, 1960, 41-65.





- Koelsche, C. A study of the student dropout problem at Indiana University. Journal of Educational Research, 1956, 49, 357-364.
- Lins, L. J. and Pitt, H. The "staying power" and rate of progress of University of Wisconsin freshmen. College and University, 1953, 29, 86-99. Cited by D. Knoell in Hall Sprague (Ed.) Research on College Students. Boulder, Colorado: Western Interstate Commission for Higher Education, 1960, 41-65.
- Little, K. K. Persistence of academically talented youth in University studies. Education Record, 1959, 40, 237-241.
- Marsh, L. M. College drop-outs--a review. Personnel and Guidance Journal, 1966, 44, 475-486.
- Moon, R. G., Jr. Universal higher education in the United States: kind, access, substance. In G. Smith (Ed.) Current issues in higher education. Association for Higher Education, National Education Association, Washington, D.C., 1966.
- Munger, P. E. and Goeckerman, R. W. Collegiate persistence of upper--and lower--third high school graduates. Journal of Counseling Psychology, 1955, 2 (2) 142-145.
- Panos, R. J. and Astin, A. W. Attrition among college students. American Educational Research Journal, 1968, 5 (1), 57-72.
- Pervin, L. A. The later academic, vocational, and personal success of college dropouts. In Pervin, L. A.; Reik, L. E.; and Dalrymple, W. (Eds.) The College dropout and the utilization of talent. Princeton, New Jersey: Princeton University Press, 1966.
- Porter, J. Inequalities in Education. Canadian Counsellor, 1968, 2 (3), 136-147.
- Righthand, H. Identifying technical institute dropouts. Personnel and Guidance Journal, 1965, 44, 68-72.
- Summerskill, J. Dropouts from college. In N. Sanford, (Ed.) The American College, Part 5. New York: Wiley and Sons, 1962, 627-657.
- University of Alberta, Summary of statistics for the academic year 1967-68, Office of the Registrar, Dec. 1967.
- Wrenn, G. The counselor in a changing world. Washington, D.C.: American Personnel and Guidance Association, 1962.





## A P P E N D I C E S



A P P E N D I X     A

QUESTIONNAIRES AND LETTERS



STUDY OF STUDENTS WHO INTERRUPTED OR DISCONTINUED  
THEIR POST-SECONDARY EDUCATION

DEPARTMENT OF EDUCATION  
GOVERNMENT OF ALBERTA

1969

Please answer the following questions by checking (✓) the choice which best applies to you. Check only one blank in each question unless requested to do otherwise, as in questions 2 and 6.

1. What are you doing this year?

- 1. Working full time . . . . . 1
- 2. Working part time . . . . . 2
- 3. Housewife (full time) . . . . . 3
- 4. Not employed . . . . . 4
- 5. Attending a post-secondary institution  
on a full time basis (please name below) . 5
- 6. \_\_\_\_\_ 6
- Other or combination of the above  
(please explain) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Which of the following express the main reasons why you enrolled in a post-secondary (after high school) institution? Mark the three most important reasons in order (i.e. 1, 2, 3).

- 1. The type of work you wanted to do required  
a degree, diploma, or certificate . . . . . 1
- 2. You felt you could earn more money with  
further education . . . . . 2
- 3. You liked school and wanted to continue  
school . . . . . 3
- 4. Your parents wanted you to continue  
school . . . . . 4
- 5. Your friends were continuing their  
education so you decided to do the  
same . . . . . 5



6. In your family everyone is expected to continue his or her schooling after high school . . . 6
7. Other (please explain) 7
- 

3. Did you complete grade twelve matriculation (i.e. university entrance) requirements?
- Yes 1
- No 2

4. If you have answered yes to number three, what was your matriculation average?
1. H (80 per cent or over) . . . . . 1
2. A (65 to 79 per cent) . . . . . 2
3. B (50 to 64 per cent) . . . . . 3
4. Other (please explain) 4
- 

5. What plans do you have, if any, to continue your post-secondary education?
1. Plan to return to school on a full time basis within the next year . . . . . 1
2. Plan to return to school on a full time basis sometime in the future . . . . . 2
3. Plan to continue my education on a part time basis . . . . . 3
4. I have no definite plans to continue my education . . . . . 4
5. Undecided . . . . . 5
6. Other (please explain) 6
- 

6. Listed below are some possible reasons why students discontinue their post-secondary programs. Please indicate the relative importance of each one as it applied to you at the time you discontinued your program. If the reason:
- did not apply -- write 0
- was of some importance -- write 1
- was of major importance - write 2





Please fill in each blank in this question.

- |     |  |       |    |
|-----|--|-------|----|
| 1.  | Grades too low to continue . . . . .   | _____ | 1  |
| 2.  | Illness (self) . . . . .   | _____ | 2  |
| 3.  | Illness (family) . . . . .   | _____ | 3  |
| 4.  | Worry over personal problems led to inability<br>to concentrate on studies . . . . .           | _____ | 4  |
| 5.  | You were lonely and unhappy . . . . .  | _____ | 5  |
| 6.  | Planned to or did get married . . . . .  | _____ | 6  |
| 7.  | Not enough money to continue . . . . .   | _____ | 7  |
| 8.  | You had successfully completed the courses<br>you originally planned to take . . . . .         | _____ | 8  |
| 9.  | Felt you had made the wrong choice of<br>program . . . . .                                     | _____ | 9  |
| 10. | Courses were too difficult . . . . .   | _____ | 10 |
| 11. | Lack of interest in courses . . . . .  | _____ | 11 |
| 12. | Asked to withdraw by officials of the<br>institution for <u>non-academic</u> reasons . . . . . | _____ | 12 |
| 13. | Offered a full time job . . . . .  | _____ | 13 |
| 14. | Decided to complete high school matriculation  | _____ | 14 |
| 15. | Transferred to another post-secondary<br>institution . . . . .                                 | _____ | 15 |
- (please name below)

- 
16. Other (please explain) \_\_\_\_\_ 16
- 

7. Where did you live during most of your school years from grade one to grade twelve?

- |    |   |       |   |
|----|---|-------|---|
| 1. | On a farm, or in a village or town (population<br>less than 10,000) . . . . . | _____ | 1 |
| 2. | In a city (population 10,000 and more) . . . . .                              | _____ | 2 |

8. What is the highest level of education attained by your father?

- |    |   |       |   |
|----|---|-------|---|
| 1. | Less than grade 6 . . . . .                     | _____ | 1 |
| 2. | Grade 6 to 9 . . . . .                          | _____ | 2 |
| 3. | Some high school . . . . .                      | _____ | 3 |
| 4. | High school graduate . . . . .                  | _____ | 4 |
| 5. | Business, technical or trade training . . . . . | _____ | 5 |
| 6. | Some university . . . . .                       | _____ | 6 |
| 7. | University graduate . . . . .                   | _____ | 7 |
| 8. | Post graduate work at university . . . . .      | _____ | 8 |
| 9. | Other (please explain) _____                    | _____ | 9 |
- 
-



9. What is the highest level of education attained by your mother?

- |    |   |       |   |
|----|---|-------|---|
| 1. | Less than grade 6 . . . . .   | _____ | 1 |
| 2. | Grade 6 to 9 . . . . .  | _____ | 2 |
| 3. | Some high school . . . . .  | _____ | 3 |
| 4. | High school graduate . . . . .  | _____ | 4 |
| 5. | Business, technical, or trade training . . . . .<br>(include nursing here if not a university degree program) | _____ | 5 |
| 6. | Some university . . . . .   | _____ | 6 |
| 7. | University graduate . . . . .   | _____ | 7 |
| 8. | Post graduate work at university . . . . .  | _____ | 8 |
| 9. | Other (please explain) _____  | _____ | 9 |

\_\_\_\_\_

\_\_\_\_\_

10. What is (was) your father's occupation (state below)?  
If your mother was the main supporter of your family during your high school years, please check here \_\_\_\_\_ and give your mother's occupation below.  
Please be specific. \_\_\_\_\_

\_\_\_\_\_

11. Many students are able to obtain summer jobs between their academic terms. During the summer of 1967 (May to September inclusive) for approximately what period of time were you employed?

- |          |       |   |
|----------|-------|---|
| 0 months | _____ | 1 |
| 1 month  | _____ | 2 |
| 2 months | _____ | 3 |
| 3 months | _____ | 4 |
| 4 months | _____ | 5 |
| 5 months | _____ | 6 |

12. Did you work part time during the 1967-68 academic term?

- |     |       |   |
|-----|-------|---|
| Yes | _____ | 1 |
| No  | _____ | 2 |

13. Students who need money to finance their schooling may apply to the Students Assistance Board, Department of Education, Government of Alberta. Which of the following applies to you (during 1967-68)?

- |    |  |       |   |
|----|--|-------|---|
| 1. | Did not apply for assistance . . . . . | _____ | 1 |
|----|--|-------|---|



2. Applied for assistance but did not receive any . . . . . 2
3. Applied for and received assistance . . . . . 3

14. If you did receive financial assistance from the Students Assistance Board, what form did it take?

1. Grant only . . . . . 1
2. Loan only . . . . . 2
3. Part loan, part grant . . . . . 3
4. Scholarship . . . . . 4
5. Other combination of these (please explain) \_\_\_\_\_ 5

15. How did you finance your 1967-68 school year? ("Government assistance" refers to money approved through or granted by the Students Assistance Board.)

1. Money from your own(or spouse's) savings and earnings . . . . . 1
2. Your own (or spouse's) money plus government assistance . . . . . 2
3. Your own (or spouse's) money, government assistance and money from your parents . . . . . 3
4. Your own (or spouse's) money and money from your parents . . . . . 4
5. Government assistance and money from your parents . . . . . 5
6. Your parents financed you 1967-68 school year . . . . . 6
7. Other (please explain) \_\_\_\_\_ 7

16. Which of the following applies to you?

1. I was asked to withdraw by officials of the institution . . . . . 1
2. It was suggested by officials of the institution that I withdraw . . . . . 2
3. I withdrew voluntarily . . . . . 3



17. What type of program were you enrolled in, in 1967-68?

- |   |       |   |
|---|-------|---|
| 1. Degree program requiring more than 4 years . . . . . | _____ | 1 |
| 2. Four year degree program . . . . .                   | _____ | 2 |
| 3. Three year degree program . . . . .                  | _____ | 3 |
| 4. Two year diploma program . . . . .                   | _____ | 4 |
| 5. Other (please explain) _____                         | _____ | 5 |

18. What year of your program were you in when you withdrew or discontinued?

- |   |       |   |
|---|-------|---|
| 1. First year . . . . .                               | _____ | 1 |
| 2. After first year but not graduating year . . . . . | _____ | 2 |
| 3. Graduating year . . . . .                          | _____ | 3 |

19. At what time of the year did you withdraw from or discontinue your program?

- |  |       |   |
|--|-------|---|
| 1. After registration but before classes began . . . . . | _____ | 1 |
| 2. During the academic year . . . . .                    | _____ | 2 |
| 3. At the end of the 1967-68 academic year . . . . .     | _____ | 3 |

20. What was your academic standing at the time you withdrew from or discontinued your program?

- |  |       |   |
|--|-------|---|
| 1. Failing more than one course . . . . .                          | _____ | 1 |
| 2. Failing one course only . . . . .                               | _____ | 2 |
| 3. Passing all courses but just barely . . . . .                   | _____ | 3 |
| 4. Passing all courses with a overall average of 5 or 6 . . . . .  | _____ | 4 |
| 5. Passing all courses with an overall average of 7 . . . . .      | _____ | 5 |
| 6. Passing all courses with an overall average of 8 or 9 . . . . . | _____ | 6 |





21. Please state any comments or suggestions you may have in the space below.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## QUESTIONS APPLYING TO NAIT WITHDRAWALS

17. What type of program were you enrolled in during 1967-68?

- |   |       |   |
|---|-------|---|
| 1. A two year diploma program . . . . .             | _____ | 1 |
| 2. A one year diploma program . . . . .             | _____ | 2 |
| 3. A program requiring less than one year . . . . . | _____ | 3 |

18. How much of your program had you taken before you withdrew?

- |   |       |   |
|---|-------|---|
| 1. None of it - I withdrew before attending classes . . . . . | _____ | 1 |
| 2. Part of the first quarter . . . . .                        | _____ | 2 |
| 3. One quarter . . . . .                                      | _____ | 3 |
| 4. Two quarters . . . . .                                     | _____ | 4 |
| 5. Three quarters . . . . .                                   | _____ | 5 |
| 6. Four quarters . . . . .                                    | _____ | 6 |
| 7. Five quarters . . . . .                                    | _____ | 7 |
| 8. Six quarters - but did not graduate . . . . .              | _____ | 8 |

19. What was your academic standing at the time you withdrew?

- |  |       |   |
|--|-------|---|
| 1. Failing more than one course and having a weighted average below 50 . . . . . | _____ | 1 |
| 2. Failing one or more courses and having a weighted average above 50 . . . . .  | _____ | 2 |
| 3. Passing all courses and having a weighted average between 50 and 54 . . . . . | _____ | 3 |
| 4. Passing all courses and having a weighted average between 55 and 64 . . . . . | _____ | 4 |
| 5. Passing all courses and having a weighted average between 65 and 74 . . . . . | _____ | 5 |
| 6. Passing all courses and having a weighted average of 75 or over . . . . .     | _____ | 6 |



CHECK LIST FOR U OF A (2) WITHDRAWALS

It is realized that many students enter the Faculty of Education, complete 2 or 3 years of study, and then plan to teach. If this was true in your case, please complete the check list below in addition to the enclosed questionnaire.

1. Are you teaching now? Yes \_\_\_\_\_ 1  
No \_\_\_\_\_ 2

2. Do you have a diploma or certificate from a post-secondary institution?  
If yes please explain below Yes \_\_\_\_\_ 1  
No \_\_\_\_\_ 2

---

---

---

3. Did you enroll in the Faculty of Education with the intention of completing the B.Ed. without interruption?  
Yes \_\_\_\_\_ 1  
No \_\_\_\_\_ 2  
Was undecided \_\_\_\_\_ 3

4. Did you enroll in the Faculty of Education with the intention of completing the B.Ed. eventually but not in four continuous years?  
Yes \_\_\_\_\_ 1  
No \_\_\_\_\_ 2  
Was undecided \_\_\_\_\_ 3



February, 1969

Dear Sir: (Madam).

University of Alberta records indicate that you were in attendance during the 1967-68 academic term but did not enroll this year. We are interested in learning about factors influencing students who decide not to return, or who are unable to pursue their study toward a degree at the present time.

Will you please complete the enclosed questionnaire and return it to me in the stamped envelope provided? Your frank responses will be greatly appreciated and are of vital importance to the success of this study. You can rest assured that all information will be kept in the strictest confidence and used only to determine over-all averages in summarizing results. Thank you for your co-operation.

Yours sincerely,

Donald C. Fair, Ph.D  
Associate Professor  
Department of Educational  
Psychology  
University of Alberta





March, 1969

Dear Sir: (Madam):

Northern Alberta Institute of Technology records indicate that you were in attendance during the 1967-68 academic term but did not enroll this year. We are interested in learning about factors influencing students who decide not to return, or who are unable to pursue their study toward a diploma at the present time.

Will you please complete the enclosed questionnaire and return it to me in the stamped envelope provided? Your frank responses will be greatly appreciated and are of vital importance to the success of this study. You can rest assured that all information will be kept in the strictest confidence and used only to determine over-all averages in summarizing results. Thank you for your co-operation.

Yours sincerely,

Donald C. Fair, Ph.D.  
Research Director  
Associate Professor  
Department of Educational  
Psychology  
University of Alberta



March, 1969

Dear Sir: (Madam:)

A short time ago questionnaires were sent to a number of students who interrupted or discontinued their program of study at the institution they attended in 1967-68. Our records indicate that you were on the mailing list and that, as of yet, we have not received your reply. Another copy of the questionnaire is enclosed in the hope that you may now find it possible to complete and return it. Your frank responses are of vital importance to the success of the study and your participation will be greatly appreciated.

You can be assured that any information received will be kept in confidence and used only to determine over-all averages in summarizing results. Thank you for your co-operation.

Yours sincerely,

Donald C. Fair, Ph.D.  
Research Director and  
Associate Professor  
Department of Educational  
Psychology  
University of Alberta



A P P E N D I X      B

COMMENTS OF RESPONDENTS



## COMMENTS OF RESPONDENTS

Reactions to Having Dropped Out

Several respondents commented on their feelings toward the decision to leave post-secondary institutions. Some of them were:

Personally, I feel that an interrupted education is sometimes better than getting one's education all at once, provided that during the interruption practical experience is being gained. (U of A (2), female, single.)

After having taught almost a full year I find it very advantageous to have taught some before completing my B.Ed. (U of A (2), female, single.)

Best thing I ever done [sic]. (U of A (1), male, single.)

I felt that by staying out one year, that I would be more mature in my attitude towards studying. I'm sure now that I made the right decision. (U of A (1), male, single.)

I believe that it has done me a lot of good to stay out of school for a year especially working where I have been. (U of A (1), male, single.)

Comments Expressing Multicausality

There was no major reason for my quitting. It was a question of a number of minor problems bothering me regarding my education, personality, etc. I only wish to add that those two years helped me realize what university means to me and it rid me of some of the illusions I had about university. (U of A (1), male, single.)





There were a number of reasons why I discontinued my university career. Of these reasons there is not one that I can point a finger at and say "that's why I dropped out." (U of A (1), male, single.)

### Comments Related to Lack of Preparation

As young students fresh from high school I think we are totally unprepared for university life and studies. The experiences of my first year plus that of working for a year have better prepared me for this fall, that is if I am excepted [sic]. I realize how important education is and just how much work is involved. (U of A (1), female, single.)

I went into university not fully prepared for the courses I wanted to take. (U of A (1), male, single.)

As regards the university itself I believe that I had certain expectations about the institution itself which were ill founded and did not bear true. (U of A (1), male, single.)

The main reason I withdrew was that I had a wrong idea of courses. (U of A (1), female, single.)

### Comments Expressing Lack of Goals

I would very much like to go back to school some time but I am not certain as yet what I would enroll in. (NAIT, male, single.)

I think my main problem was the fact that I had no definite goal in mind once I had completed university. (U of A (1), male, single.)

### Comments Dealing with Money

The cost of university education I think has reached a critical limit. Unless a student obtains an exceptionally high paying job during the summer



months, he must rely on government assistance and later must work several years in his chosen profession just to pay off his debts. (U of A (1), male, single.)

My only reason for not returning for my final academic year was the plan to marry. However, without the financial assistance of the government continued studies would have been impossible. (U of A (2), female, single.)

I would have continued until my degree but it was financially impossible. (U of A (2), male, married.)

I decided to teach for a few years in order to repay my loan and save some money so that I could continue my academic career. (U of A (2), female, single.)

I could have obtained another government loan to continue my education, BUT--I have to pay them back eventually. (U of A (1), male, single.)

The reason I did not return this year is that I owe a lot of money and I am trying to get it paid back. I would like to return and get my diploma. (NAIT, male, single.)

The increase in tuition fee did not effect [sic] my choice to leave as I think anyone who works during the summer months can put themselves through university. (U of A (1), female, single.)

#### Miscellaneous Comments

Glad to see this study being made. (U of A (1), male, single.)

When doing such a survey I feel that you will accomplish very little, though an effort is always better than nothing. (U of A (1), male, single.)



I hope you take a more personal attitude towards this survey than a mere analysis of numbers and percentages because this could be an extremely valuable one. (U of A (1), female, single.)

Thank you for the interest shown for students. (NAIT, male, single.)

I appreciate your interest in students who have discontinued their post-secondary education. (U of A (1), female, single.)

The administrative structure was just too big to really care. Thank you very much for giving me a chance to express my views. (U of A (1), male, single.)

I would like to thank you for the opportunity of expressing myself and answering your questions. (U of A (1), male, single.)

I do realize the necessity of further training outside high school since I have been out in the working world. Further education is a must. (NAIT, female, single.)





















**B29921**